MEGA GOAL 1

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Mc Graw Hill Education

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MegaGoal 1 Student Book

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ISBN: 9780077172312

Publisher: Jorge Rodríguez Hernández
Editorial director: Anita Raducanu
Development editors: Ana Laura Martínez Vázquez, Janet Battiste
Art direction: Heloisa Yara Tiburtius
Interior design and production: Page2, LLC
Cover design: Page2, LLC
Photo coordinator: Kevin Sharpe

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Contents

		Scope and Sequence	iv
Unit		Intro	2
Unit	1	Big Changes	6
Unit	2	Careers	20
Unit	3	What Will Be, Will Be	34
		EXPANSION Units 1–3	48
Unit	4	The Art of Advertising	54
Unit	5	Did You Hurt Yourself?	68
Unit	6	Take My Advice	82
		EXPANSION Units 4–6	96
		Vocabulary	102
		Irregular Verbs	106
		Audio Track List	108

MG_01_TEXT_SB_2015.indd 3 2/8/15 10:13 PM

Scope and Sequence

	Unit Title	Functions	Grammar
	Intro **Pages 2–5**	Express opinion and preference Agree and disagree Greetings, introductions and farewells Make an appointment	Recycle/use familiar verb forms, prepositions, modifiers.
1	Big Changes **Pages 6–19**	Discuss past world events and present effects Talk about global issues	Simple present Simple present versus present progressive Simple past versus present perfect Simple past and past progressive Past progressive + when + simple past
2	Careers **Pages 20–33**	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive versus present perfect simple Adjective + preposition + gerund Simple present and *Wh*- questions Relative pronouns
3	What Will Be, Will Be **Pages 34–47**	Make predictions about the future Express opinions Make and respond to suggestions	Future with *will* or *be going to*—affirmative, negative, questions, answers *Will* versus *be going to* Future progressive—affirmative, questions, short answers Present progressive for the future *Wh*- questions and tag questions
	EXPANSION Units 1–3 **Pages 48–53**	**Language Review** **Reading:** The Computer and the Internet. Good or Bad? **Project:** Research protective and medicinal purposes of make-up	
4	The Art of Advertising **Pages 54–67**	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives *As…as* Verbs *look, smell, sound, taste* with *like* + noun Imperatives Possessive adjectives and pronouns
5	Did You Hurt Yourself? **Pages 68–81**	Talk about accidents and accident prevention Talk about cause and effect Asking for and giving directions	Reflexive pronouns *Because* versus *so* *So* and *neither* Prepositions of place Imperatives for directions
6	Take My Advice **Pages 82–95**	Discuss common problems Ask for and give advice Words connected with medicine	Modal auxiliaries: *should, ought to, might, could*—questions, affirmative, negative *Had better*—questions, affirmative, negative Two- and three-word verbs Quantity expressions: *much, many, a lot of, lots of, a few, a little* Clauses with *when*
	EXPANSION Units 4–6 **Pages 96–101**	**Language Review** **Reading:** Teenage Stress **Writing:** Write about stress and give advice	

MG_01_TEXT_SB_2015.indd 4 2/8/15 10:13 PM

Listening	Pronunciation	Reading	Writing
Listen for fact, opinion and attitude	Rising and falling intonation		
Listen for general understanding about historical events	Stress for important words in sentences	The Polish Rip Van Winkle	Write an essay about an important change in your country Interview and write about people who have moved from one country to another (Project)
Listen for specific information from a job interview	/m/, /n/, and /ŋ/	JobPool Résumé	Write a cover letter for a job application Write a résumé (Project)
Listen for specific information from a speech	Words that are not stressed	The Tulsa Time Capsule	Tell a story about hidden treasure Write about what to include in a time capsule about your country (Project)
	Chant Along: I Wonder What They'll Be **Writing:** Write about your dreams for the future		
Listen for specific information from an ad	Linking adjacent sounds	The World of Plastic	Write an essay about the history of a product Write an ad for a product (Project)
Listen for specific information from an informational talk	Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/	Unusual Accidents and Deaths	Write a descriptive account of an accident Write an accident prevention campaign for your country (Project)
Listen for specific information to complete a chart about problems	Stress in two- and three-word verbs	Breaking the Habit — Getting Healthy	Write a letter of advice Write about community resources in your country (Project)
	Chant Along: Flip-Flops **Project:** Prepare a chant/slogan for a product		

MG_01_TEXT_SB_2015.indd 5 2/8/15 10:13 PM

Intro

1 Listen and Discuss

Read the texts below and identify the sentence or words that express a fact or an opinion.

fact

A space probe's lander, touched down on Comet 67P, 510 million km from Earth; an unprecedented achievement in space exploration!

opinion

Flying cars used to be a feature of science fiction and comic strips. But recent developments indicate that they are going to become a reality very soon. One of the most successful hybrid flying cars is due to go into production this year.

opinion

Lifelong learning is the self-motivated pursuit of knowledge, for personal or professional reasons, throughout life, in a range of situations. It is not confined to the classroom nor restricted by age. Open, online sources have made this type of learning accessible to a greater number of people.

Fact

Accidents at home are more common than anywhere else. Falling and tripping accidents cause injuries to thousands of people.

fact

Teenagers who enjoy exercise and form healthy eating habits, stay fit throughout their lives.

MG_01_TEXT_SB_2015.indd 2 2/8/15 10:13 PM

Fact

Although restricted to sound, radio advertising is an expanding medium that is available on air and online. Radio broadcasts can reach a greater number of people in remote areas and do not require advanced technology.

opinion

Should people follow their passion and change careers later in life if they feel unhappy and burnt out? Success stories of entrepreneurs who changed careers over the age of 50 prove that it is never too late to follow a new path.

2 Pair Work

A. Match each text with a topic. Write the topic as a heading above each text.

Space exploration Careers The Future Advertising
Accidents Keeping fit Learning

B. Express your opinion on each topic. Use some of these phrases.

Expressing Opinion/ Preference/ Agreeing/ Disagreeing

What do you think of ...? I think it's interesting / an amazing achievement.
I'm not sure but I think ... and ... are more interesting.

What's your opinion about ...? I think it's exciting.
I'm not sure. I guess it's useful/ exciting...

Do you find .... interesting? / Don't you think it's ...? No, not really. I think it's boring/ pointless/ unimportant. I'd rather go for Y or Z

I don't agree. Look at it this way. / I see your point but ...

Yes, you're right. / I certainly agree on this one/ I totally agree with you ...

C. Choose the topic you prefer. Give reasons for your choice.

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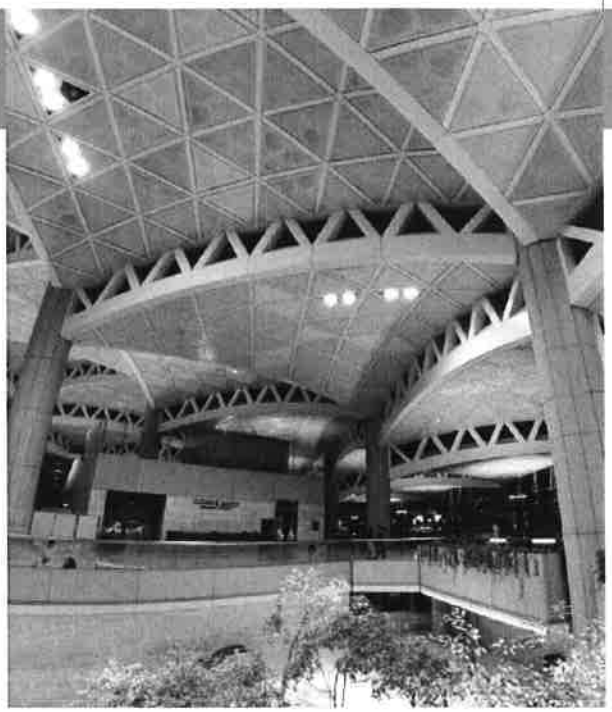

3 Conversation

Listen and practice reading the conversation in pairs.

Ted is at the airport with his brother. He spots his friend Ashraf in the waiting lounge.

Ted: Good morning, Ashraf!
Ashraf: Oh, hello Ted. What a surprise! Are you flying with us to Dubai?
Ted: In fact, my brother and I are flying to Denver, to visit our uncle.
Ashraf: You're kidding! My father is attending a conference in Denver! What's it like in Denver?
Ted: It's beautiful if you don't mind cold winters! Anyway, how are you? How is your family?
Ashraf: Very well, thanks. How about you?
Ted: Great! Oh, sorry, you haven't met my brother Jack.
Ashraf: Hello, Jack! Pleased to meet you.
Jack: Hello, Ashraf. I'm really glad to meet you. Ted talks about you all the time.

(Loudspeaker flight call: Saudia flight 380 is now boarding at Gate 9.)

Ted: That's our flight! Come on Jack, we need to go. Bye Ashraf. Have a safe flight and a great time in Dubai.
Ashraf: Thanks Ted. Have a pleasant flight. Bye Jack, great to meet you. Please give my regards to your father.

Greetings / Introductions / Farewells

Good morning/ Good afternoon/ Good evening/ Hello/ Hi

How are you? Very well, thank you. - How about you? / How are you doing? Great!

This is .... / Let me introduce (name) - Pleased to meet you. / I'm really glad to meet you/ Glad to meet you/ Great to meet you

Have a good/ safe/ pleasant flight/ trip/ a great time / See you in .../ See you soon.

Give my regards to (your parents/ family). / Say 'hello' to ... for me

What a surprise! I didn't expect to run into you here. / I don't believe it! /Is this for real?

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- where you are, e.g. airport, bus station, train station
- where you are going/ your destination
- who is going with you

4 Pronunciation

A. Listen. Note the rising ↗ or falling ↘ intonation.

Are you flying to Dubai? ↗
Ted talks about you all the time. ↘

B. Listen. Note the rising ↗ and falling ↘ intonation in expressions of surprise.

Good morning, ↗ Ashraf! ↘

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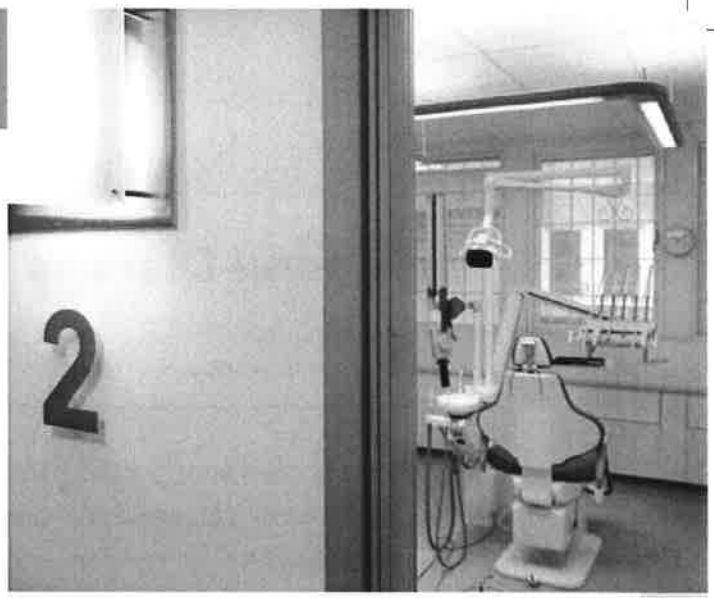

5 Listening

Listen to the conversation and identify the attitude / feeling of:
- the receptionist when she answers the phone
- the caller at the beginning and at the end of the call

How do you know?

Receptionist: Dental Health Center, good morning!
Mrs. Phillips: Good morning. This is Meg Philips. I'd like to make an appointment, please.
Receptionist: Of course Mrs. Phillips. Let me see. The doctor is available on Monday and Wednesday afternoon from 5.00 to 6.00, next week.
Mrs. Phillips: I see. It's rather urgent I'm afraid. Could I see her sooner? I'm in a lot of pain.
Receptionist: I'm sorry to hear that Mrs. Phillips; I'll see what I can do. I'm afraid she's booked up today and tomorrow. Let me have a word with her and I'll get back to you.
Mrs. Phillips: Thank you. I'll wait.
Receptionist: Hello, Mrs. Phillips... Can you make it this morning, in about an hour? There's been a cancellation.
Mrs. Phillips: Yes, of course. Thank you so much.
Receptionist: You're welcome. We'll be expecting you in an hour.

Making an appointment

I'd like to make an appointment. / Can I make an appointment ...

The doctor/ (name)/ is available on (day/s) from – to/ (time), at (time).

He / She's booked up all week. / I'm afraid he / she is away / not available.

It's (rather) urgent, I'm afraid. / This is an emergency. Could I see him/her right away?

Would it be possible to see him/her sooner?

I'll see what I can do. / I'll check and get back to you.

Can you make it this morning/ on Thursday afternoon?

We'll be expecting you in an hour. / See you in an hour. / Thank you for calling.

6 About You

Role-play a conversation like the one above with a partner. Use phrases from the box. Then switch roles. Decide about the following first:
- who you want to make an appointment with, e.g. doctor, manager, supervisor
- times and days you are/ the person is available
- reason for the appointment

7 Pronunciation

A. Listen. Note the rising ↗ or ↘ falling intonation.

Could I see him sooner? ↗
I'll see what I can do. ↘

B. Listen again and find more examples for rising or falling intonation in the conversation.

MG_01_TEXT_SB_2015.indd 5 2/8/15 10:13 PM

1 Big Changes

1 Listen and Discuss

Read the texts below. Find the sentence that talks about the most important event in each. After you finish reading, write the effect that each important event had.

The world is constantly going through changes. Look at some important events that have changed the world and affected the lives of many people in modern times.

The Unification of the Kingdom of Saudi Arabia

King Abdul-Aziz, a gifted leader and dedicated warrior for the cause of Islam, was responsible for the legendary event that marked the beginning of modern Saudi Arabia. In 1902, he regained Riyadh, beat the city garrison, took the Masmak Fortress, and established his headquarters in the city. He expanded Saudi Arabia to include all of the Hijaz, Makkah and Madinah and united all the tribes into one nation. On September 23, 1932, the Kingdom of Saudi Arabia was officially established, as a unified Islamic state, with Arabic as the national language and the Holy Qur'an as its constitution. King Abdul-Aziz initiated the building of infrastructure and set Saudi Arabia on the road to modernization.

The United Arab Emirates - UAE

The federation of the United Arab Emirates, known as UAE, consists of seven sheikhdoms; Abu Dhabi, Ajman, Dubai, Fujairah, Ras Al-Khaimah, Sharjah and Umm Al Quwain. The city of Abu Dhabi in Abu Dhabi is the capital. The UAE was officially established in 1971. It came after the discovery of enormous oil reserves in Abu Dhabi in 1958. The UAE dirham, a single national currency, was launched in 1973. The oil revenues as well as income from other commercial activities have been used to develop a thriving economy and social infrastructure. Abu Dhabi now hosts its own grand prix at Yas Marina Circuit and Dubai is home to the tallest building in the world, the Burj Khalifa.

The Space Race

The Russians launched the world's first artificial satellite, *Sputnik 1*, on October 4, 1957. Next, *Sputnik 2* went up into space on November 3. The Americans won the race to land on the moon more than ten years later—with *Apollo 11* on July 20, 1969. "This is one small step for a man, one giant leap for mankind," said astronaut Neil Armstrong, the first person to walk on the moon. Sultan Salman Abdul-Aziz Al-Saud flew on *STS-51G Discovery* in June 1985 as the representative of the Arab Satellite Communications Organization (ARABSAT). He was the youngest person to fly on the Space Shuttle at the age of 28.

The Communications Revolution

The first communications satellite, called *Telstar*, was launched from Cape Canaveral on July 10, 1962. This marked the start of rapid transmission of TV signals over wide areas. What we take for granted today—satellite television, cellular telephones, wireless and high-speed Internet connections, and so forth—were part of science fiction only 40 years ago. Teenagers today are the first real citizens of the digital world. Unlike their parents, they have grown up in a world in which electronic delivery of information and entertainment is natural and more accepted than conventional forms like the newspaper, tape, or film.

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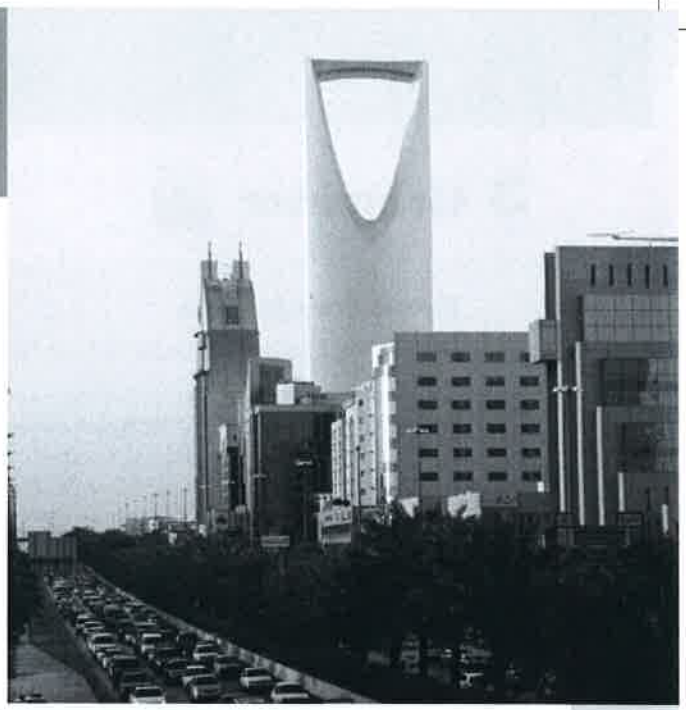
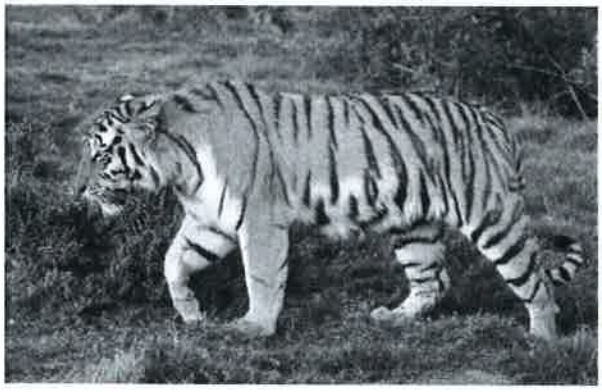
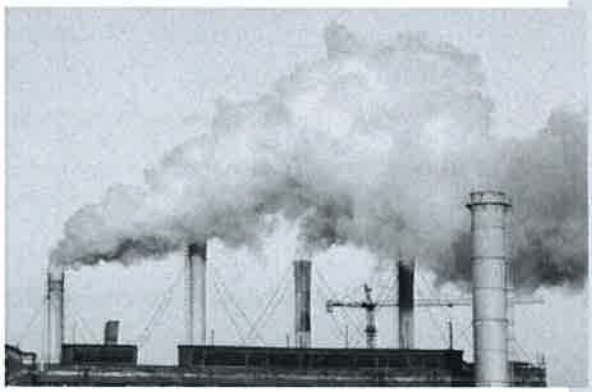


Global Issues

Mark the global issues that you think affect us the most. Write a fact for each issue you chose and an effect for that fact.

____ global warming	____ pollution
____ poverty	____ diseases
____ security	____ unemployment
____ fresh water	____ traffic
____ economy	____ globalization
____ endangered species	____ natural disasters
____ terrorism	____ overpopulation





Quick Check ☑

A. **Vocabulary.** Find each vocabulary word in the texts on page 6. Read the words that come before and after that vocabulary word and then decide which meaning is best for it.

1. c to affect	**a.** to set up, start
2. b to launch	**b.** to send into space
3. d to take for granted	**c.** to produce a change
4. a to establish	**d.** to accept as part of life
5. e to host	**e.** to provide a place for

B. **Comprehension.** Answer ***true*** or ***false***.

1. true Sputnik was the name of a Russian space ship.
2. true King Abdul-Aziz set Saudi Arabia on the road to modernization.
3. false At present the UAE has 10 member states.
4. false The UAE dirham came into use in 1963.
5. false Digital forms of information are something of the past.

2 Pair Work

Find sentences that are facts in the texts you read on page 6. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- When was the Kingdom of Saudi Arabia established?
- It was officially established on September 23, 1932

- What has changed as a result of the discovery of oil reserves in the Emirates?
- Revenue from the oil reserves has been used to develop a very successful economy and infrastructure.

MG_01_TEXT_SB_2015.indd 7 2/8/15 10:13 PM

3 Grammar

Simple Present Tense

Use the simple present tense for facts or things that are true in general.

The Saudi Riyal (RS) **is** the official currency of the Kingdom of Saudi Arabia.
The digital generation **includes** today's teenagers.
My parents **don't read** newspapers online.
Does Qatar **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.

Use the present progressive for actions occurring now or for a temporary situation.

The temperatures **change** with the seasons of the year. *(habit or routine)*
The temperatures in the poles **are changing** drastically. *(happening now)*

PERMANENT TEMPORARY

John **lives** in Quebec, but he **is studying** in France this year.

Note: Some verbs are not often used in the progressive form:
believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want

Simple Past versus Present Perfect

Use the simple past to talk about events that began and ended in the past.

The Russians **launched** the first artificial satellite in 1957.

Use the present perfect to talk about an indefinite time in the past.

Many countries **have launched** satellites into space.

Also use the present perfect to talk about events that began in the past and continue into the present

The United States **has launched** many astronauts into space since 1969.

A. Complete the sentences with the words in parentheses. Use the simple present or the present progressive of the verbs.

1. He 's/is living with his uncle until he can find his own place. (live)
2. The water is boiling. Please turn it off. (boil).
3. The scientists don't understand the cause of the problem. (not/understand)
4. Does it snow in your country in winter? (it/snow)
5. The moon goes around Earth. (go)
6. What do you think of my idea? (you/think)
7. Currently, the number of immigrants in our country is increasing. (increase)
8. Don't remember the year the first Grand Prix took place in Dubai. (not/remember)
9. Dubai is part of the UAE, but it doesn't use as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he isn't working/ is not working today. (not/work)

MG_01_TEXT_SB_2015.indd 8 2/8/15 10:13 PM

B. Complete the email with the correct forms of the verbs. Use the appropriate tense.

http://Mail.grammar.com

GRMAIL

Compose Mail

Inbox

Starred

Chats

Sent Mail

Drafts

All Mail

Spam (1)

Trash

Contacts

Archive | Report spam | Delete | Move to | Labels

Hi Martin,

How's it going? I hope you are well and that you aren't working (1. not work) too hard.

University life in Britain is (2. be) very different from the way it is in Santo Domingo. Most international students live (3. live) in dorms for the first year of study. The dorms are places that help (4. help) new students gradually settle into life in the UK and meet (5. meet) other students like them!

In the second or third year, the university encourages students to find off-campus accommodation. I was (6. be) lucky when I first arrived (7. arrive) at the university. I got (8. get) a nice, comfortable room. I have (9. have) a neighbor from Ghana who is also my friend.

It is (10. be) winter here now, and I haven't seen (11. not see) the sun since I arrived. While you are swimming (12. swim) in the warm ocean, I am wearing (13. wear) a raincoat. When I applied (14. apply) for this scholarship, I knew (15. know) it was (16. be) a great opportunity, and I wanted (17. want) the experience of living abroad. I really like (18. like) this country, but I miss (19. miss) you, and sometimes I feel (20. feel) really homesick.

Write back soon.

Best regards,
Fernando

C. Ask Fernando, from exercise **B**, about his life in Britain. Work with a partner. Make up questions and answers.

A: Have you been to Bath?
B: Yes, I have.
A: When were you there?
B: I was there a month ago.
A: Did you see the Roman baths?
B: Yes, I did.

▲ A traditional British restaurant

▲ Roman baths – Bath

▲ Fish and chips

▲ A game of cricket

▲ Shakespeare's house – Stratford-upon-Avon

A: Have you eaten fish and chips?
B: Yes, I have.
A: Do you like it?
B: Yes, I do.
A: Do you often eat it?
B: Yes, I do. It's cheap.

MG_01_TEXT_SB_2015.indd 9 2/8/15 10:13 PM

4 Language in Context

Find out the following information about your partner. Then introduce him/her to the class.

1. Full name
2. Where he/she lives
3. Where he/she was born
4. Where he/she grew up
5. About his/her family background
6. About his/her relatives
7. About his/her interests
8. How long he/she has been interested in them

Your idea: _____

_____

5 Listening

Listen to the information about immigrants in the past. Answer ***true*** or ***false***.

1. true Many immigrants came to the United States in the late 1800s and early 1900s.
2. false The voyage across the ocean was hard, but most immigrants had comfortable compartments on ships for sleeping and eating.
3. true Many of the immigrants were poor.
4. false At Ellis Island, the role of officials was to give immigrants information about the United States.
5. true People who were sick had to go back to their native countries.
6. false Ellis Island became known as "Heartbreak Island" among immigrants.

6 Pronunciation

A. In English, speakers stress, or emphasize, words that they think are important. These are usually content words like nouns, verbs, and adjectives. Listen and note the stress. Then practice.

My **mother** was **born** in **Riyadh**.
Where did you grow **up**?

Mona is **going** to **college** in **Qassim**
Have you ever **visited Europe**?

B. Choose some sentences from the texts you read on page 6. Underline the words that you think are important in each sentence. Practice reading the sentences aloud stressing the words you underlined.

7 About You

In pairs, ask the questions and have your friend answer. You can ask questions about each other or people you know. Then switch roles.

1. Where is your family from?
2. Have members of your family ever emigrated? Where did they immigrate to?
3. What problems do immigrants to new countries face?
4. Do you have relatives in other cities/ countries? Have you ever visited them?
5. Are there many immigrants where you live? Where do they come from?

MG_01_TEXT_SB_2015.indd 10 2/8/15 10:13 PM

8 Conversation

Underline the important words in the conversation. In pairs, read the conversation aloud. Stress the important words including ***in fact***, ***you see***, ***by the way*** and ***fit in***.

Samir: Tell me about yourself.
Hans: I was born here in Berlin, but my family is from Leipzig, in what was East Germany. They moved over to the West soon after the German reunification. How about you?
Samir: I'm from Dubai, but my grandparents were from Germany. In fact, they were from Berlin.
Hans: So I guess you still have family here.
Samir: I'm afraid we lost touch with our relatives.
Hans: And how long have you been here?
Samir: I've been here for almost three years. You see, I have a German passport because of my grandparents. So I can work legally in this country.
Hans: By the way, what do you do?
Samir: I'm a biologist. I do research in a lab for a pharmaceutical company.
Hans: Do you miss Dubai?
Samir: Quite a bit. But I've got a good job. I've made lots of friends. I fit in OK… I'm happy here.

▲ **Humboldt University in Berlin**

Real Talk

In fact, You see = expressions used to add information, often surprising information
By the way = expression used to introduce a new topic
fit in = be part of

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

1. Where is Hans' family from?
2. How long has his family been in the western part of Germany?
3. Has Samir kept in touch with his relatives in Berlin?
4. Why is he allowed to work legally in Germany?
5. Is he thinking of going back to his native country in the future?

1) They are from Leipzig, Germany.
2) His family has been in the western part of Germany since soon after the reunification.
3) No, he hasn't.
4) He's allowed to work legally in Germany because his grandparents were from Germany.
5) No, he isn't. He is happy in Germany.

Your Turn

Role-play a conversation like the one above with a partner. Give information about your family. Include the following:

- place of birth
- where your parents and grandparents are/were from
- if you still have relatives in those places
- what other languages your parents and grandparents speak/spoke
- what your parents/grandparents do/did

MG_01_TEXT_SB_2015.indd 11 2/8/15 10:13 PM

9 Reading

Before Reading

Read the stories and find two important facts about Rip Van Winkle, Eid Al-Blewi, and Jan Grzebski.

THE POLISH RIP VAN WINKLE

1 Rip Van Winkle was a character in a short story by the American writer Washington Irving. In the story, Rip lived in a little town in the Hudson Valley, in New York, in the 1770s, around the time of the American Revolution. Rip went out hunting one day, took a nap under a tree, and fell asleep. He woke up 20 years later to find himself a citizen of a brand-new country—the United States of America.

2 Eid Al-Blewi, 80, who had been in a coma for five years, woke up and was able to identify members of his family. The 80-year old had not regained consciousness after surgery to remove a tumor in his head. While still in a coma, he had undergone treatment for one and a half years at the Tabuk Armed Forces Hospital. His family did not expect him to wake up when he did. Doctors believe that the treatment had a positive effect on his condition and helped him wake up.

3 An Egyptian man, who had been in a coma for almost seven months, woke up and named the person who had shot him in the head. The man had been taken to the hospital seven months before with a serious head injury and had slipped into a coma almost immediately. When he woke up he lived long enough to tell the police that a barber, named Mohammed, had shot him. The barber was arrested and charged with murder.

4 Polish railway worker Jan Grzebski, 65, went into a coma after he was hit by a train in 1988. He woke up 19 years later in April 2007, into a world that had transformed itself from a Communist regime where food lines were common to a world of Big Macs and cell phones.

5 "When I went into a coma, there was only tea and vinegar in the shops, meat was rationed, and there were long lines of cars at gas stations. Now there are so many goods in the shops it makes my head spin. What amazes me today is that all these people walk around with their cell phones and never stop complaining. I have nothing to complain about," said Grzebski.

6 At the time of the accident, Grzebski's doctors didn't give him long to live, but they were wrong. He survived thanks to the devoted care of his wife, Gertruda. She refused to believe the doctors and moved her husband's body every hour to prevent bed sores. "It was Gertruda that saved me, and I'll never forget it," said Grzebski.

7 Now he's getting to know his family, which has grown considerably since his accident. His four children are all married and have provided him with 11 grandchildren.

MG_01_TEXT_SB_2015.indd 12 2/8/15 10:13 PM

After Reading

A. Choose the meaning of each word as it is used in the reading.

1. regain (paragraph 2)			
a. to remember	**b.** to lose	**c.** to get something back
2. treatment (paragraph 2)			
a. operation	**b.** bad behavior	**c.** medical procedure to cure illness
3. effect (paragraph 2)			
a. fact	**b.** result	**c.** answer
4. transformed (paragraph 4)			
a. charged by electricity	**b.** moved quickly	**c.** changed completely
5. rationed (paragraph 5)			
a. what animals eat	**b.** given in limited amounts	**c.** amount given to soldiers

B. Explain the following expressions in your own words.

1. regain consciousness (paragraph 2) wake up/became conscious again
2. slip into a coma (paragraph 3) lose consciousness
3. makes my head spin (paragraph 5) makes someone feel dizzy

Discussion

Read the stories on page 12 again and find similarities and differences. Make notes in the chart below. Compare in pairs. Then use your notes to report in class. Remember to write key words only when you make notes.

Story	Facts that are the same	Facts that are different
Rip Van Winkle	slept/many years (a long time)	woke up in/brand-new country/USA fell asleep under a tree
Eid Al-Biewi	slept/5 years (longer than Rip Van Winkle and the Egyptian man)	woke up in hospital (in the same place) had had surgery to remove a brain tumor
Jan Grzebski	slept/seven months (a long time but not as long as the rest)	woke up in a hospital (in the same city) had been shot and injured.
Egyptian man	slept/19 years (the longest time)	woke up in a changed country/Poland was hit by a train

MG_01_TEXT_SB_2015.indd 13 2/8/15 10:13 PM

10 Writing

A. Read the guidelines and rewrite the sentences using capitals.

Writing Corner

Use capital letters:

1. **when you begin a sentence**
   Many people were shopping at the mall.
2. **for the names of people and places, e.g. cities, countries, rivers, lakes, universities, etc.**
   Jeddah, Oman, the Nile, Como, London University
3. **for the days of the week and months of the year**
   Tuesday, January

1. jack decided to fly to new york next monday.
2. my brother has never been to dubai.
3. riyadh is the capital of saudi arabia.
4. the telephone was invented by graham bell.
5. africa is an amazing continent.
6. we usually go shopping on thursday evening.
7. a lot of people go away in august.
8. lake van, in central turkey, is one of the largest lakes I have ever seen.

1) Jack decided to fly to New York next Monday.
2) My brother has never been to Dubai.
3) Riyadh is the capital of Saudi Arabia.
4) The telephone was invented by Graham Bell.
5) Africa is an amazing continent.
6) We usually go shopping on Thursday evening.
7) A lot of people go away in August.
8) Lake Van, in central Turkey, is one largest lakes I have ever seen.

B. 1. How do most people communicate nowadays? How do you communicate with your friends and relatives? Discuss and make notes. Most people nowadays communicate through the internet.

2. Read the text and compare with your ideas. Underline new information.

How the Internet has changed the world

It all started in 1969 when Kline, one of Professor Kleinrock's students in LA, tried to log in remotely to a machine in Stanford.

In 1990, Tim Berners-Lee and Robert Dailliau introduced the "Worldwide Web". About 26 years later, 16 million people were online, and email was taking over. Today there are almost two billion users.

E-mail, instant messaging, and video calls connect people across the globe. Social networks allow people to communicate with a large number of friends and information is accessible to everyone online. All you need to do is 'Google' a few key words and you get numerous sites and documents.

E-learning has made it possible for people to attend courses online and obtain academic and professional qualifications

MG_01_TEXT_SB_2015.indd 14 2/8/15 10:13 PM

C. Read the text and make notes in the chart about the important facts and the changes the Internet has brought about.

	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change	1969/Kline/log in remotely to machine/ Stanford 1990 World wide Web	E-learning	accessible to all
Advantages	connect people/ across globe communication with friends	attend course online	google 'key words/ numerous sites and documents/ saves time
Disadvantages (your view)	restricts face-to face communication	no chance to meet people face-to-face	quality of information/ uncertain
Situation in the past (the way things were)	too long to contact someone	physical presence was necessary	obtaining information was time-consuming and costly

D. Think about an event that has brought about major changes. Make notes in the chart about the event and the impact it has had on your country.

	Impact 1	Impact 2	Impact 3
What was the event?	The country of Saudi Arabia was made a country	Oil was discovered	Terrorists Attacks
When and/or where did it happen?	September 23, 1932 -in Saudi Arabia	January 1, 1936 at the start of World War 2	September 11, 2001 New York
Did the event have a positive or negative impact on your country?	-positive impact. This day is celebrated with feasting and speeches.	- positive impact money from the oil helped the country provide free health care for everyone and education while not collecting taxes to pay for it.	- Negative impact This caused mayhem all over Saudi Arabia

2. Use the information you put in the chart to write a short discursive essay about the event and the impact on your country.
3. Exchange and comment on each other's work. Correct and re-write.

MG_01_TEXT_SB_2015.indd 15 2/8/15 10:13 PM

11 Form, Meaning and Function

Simple Past Tense

FYI didn't = did not

Affirmative (+)

I / You / He/She / We / They	**worked**	yesterday.

Negative (–)

I / You / He/She / We / They	**didn't work**	yesterday.

Questions (?)

Did	I/you/he/she we/they	**work**	yesterday?

Short Answers (+)

Yes,	I/you/he/she we/they	**did**.

Short Answers (–)

No,	I/you/he/she we/they	**didn't**.

Time Expressions for the Past

Q: What did you do **last night**?
A: I watched a TV documentary about global warming.

Q: Where did you go **yesterday**?
A: We visited the Roman baths.

Q: When did you visit Qatar?
A: I went to Qatar **last month**.

A. What can you remember about Hans and Samir on page 11? Use the list below to make true sentences. Use the simple past, present perfect simple, and simple present tense.

Hans wasn't born in Leizpig. He was born in Berlin.

1. be from Leipzig
2. be from Dubai
3. move to West Germany
4. be in Berlin
5. be born in Berlin
6. be from Germany
7. be a biologist
8. have a good job
9. have lots of friends
10. be happy

1) Hans's family is from Leipzig Germany
2) Samir comes from Dubai.
3) Hans's family moves to West Germany.
4) Samir's grandparents were from Berlin.
5) Hans is born in Berlin
6) Samir has been in Germany for three years.
7) Samir works as a biologist in a lab.
8) Samir has had a good job.
9) Samir have lots of friends.
10) Samir is happy.

B. Compare your answers in exercise **A** with your partner. Ask and answer questions. Use the past simple tense.

Did Hans' grandparents stay in Leizpig?

No, they didn't. They moved to West Germany.

Did Samir grow up in Germany?

No, he didn't. He grew up in Dubai.

MG_01_TEXT_SB_2015.indd 16 2/8/15 10:13 PM

Past Progressive Tense

Affirmative (+)

I He She It	**was**	sleeping.
We You They	**were**	sleeping.

Negative (–)

I He She It	**wasn't**	sleeping.
We You They	**weren't**	sleeping.

***Yes-No* Questions (?)**

Was	I he she it	sleeping?
Were	we you they	sleeping?

Short Answers (+)

Yes,	I he she it	**was.**
Yes,	we you they	**were.**

Short Answers (–)

No,	I he she it	**wasn't.**
No,	we you they	**weren't.**

Past Progressive + *When* + Simple Past Tense

Use *when* to indicate that a longer, continuous action is interrupted by a shorter one.
Hans **was walking** to college **when** he **saw** Samir.

Note: We do not usually use the progressive with verbs like the following: *like, love, want, see, smell, taste, hear.*

C. Make sentences using *when*. Follow the example.

1 Rip Van Winkle / sleep // the United States of America / was formed
Rip Van Winkle was sleeping when the United States of America was formed.

1) Grzebski was working on railway line when the train hit him.

1. Grzebski / work railway line // train / hit him

2) Fatima was going home when she saw her friend, Nawal.

2. Fatima / going home // see / her friend, Nawal.

3) Majid was looking at the trees when he saw a parrot.

3. Majid / look at / trees // he / see / parrot

4) The students were waiting for the bus when the rain started.

4. The students / wait for / bus // rain / start

D. Complete the text with the past simple tense or the past progressive tense of the verb in parentheses. Add your own ideas.

When they were young, my grandparents were very poor. There was no work in their country, so they decided to leave. In September 1971, my grandparents (1) I left their hometown in South Turkey and (2) traveled (travel) to Istanbul. There they (3) boarded (board) a train for Germany with 1,500 other passengers. As the long steam train (4) set off (set off), all the people on the train (5) were crying (cry) a final goodbye to their friends and family, who (6) were standing (stand) on the platform and watching the train depart. They (7) made (make) their long journey to Germany and (8) arrived (arrive) in Munich in the early morning hours two days later. When my grandparents (9) stepped off (step) off the train, their hopes and expectations (10) were (be) bigger than their suitcases…

MG_01_TEXT_SB_2015.indd 17 2/8/15 10:13 PM

12 Project

1. Find a person – a relative or a friend who has lived or lives in another country in the Gulf, the Arab world, Europe, or another part of the world.
2. Prepare questions that you would like to ask them in an interview. You can use some of the questions from the conversation on page 11 as examples.
3. Interview the person and write the answers in the chart in note-form. You might have to interview your friend or relative over the phone.

Name of the person you are interviewing	
Ida Lin (Taiwanese)	
Your questions	**The person's answers**
Where did you live?	I lived in the Philippines for 2 years.
Why did you live there?	I wanted to study English and experience different culture.
Did you enjoy living in the Philippines?	Yes, I did. I've met wonderful people and had good experiences with them.

MG_01_TEXT_SB_2015.indd 18 2/8/15 10:13 PM

13 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss past world events and present effects			
talk about global issues			
use the simple present			
use the simple present versus the present progressive			
use the simple past versus the present perfect			
use the simple past tense			
ask questions and give short answers with *'did'*			
use time expressions for the past			
use the past progressive tense			
Past progressive + *when* + simple past tense			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

MG_01_TEXT_SB_2015.indd 19 2/8/15 10:13 PM

2 Careers

1 Listen and Discuss

Read the three texts below. Find the sentences that say exactly what each person does in his job.

Dream JOBS

Have you ever wondered how people get really cool jobs? Imagine you've been working at the same job for a long time, and you're getting tired of the daily grind. Maybe you can get inspiration from these lucky people and do something creative and interesting.

CAR SCULPTOR

Working with clay is normally associated with artists, not with the automotive industry. However, some of the world's largest automobile companies have a permanent staff of sculptors to help them make designs for cars and visualize ideas for future products. Salim Saif went to art school and was going to be an artist, but he ended up as a sculptor for General Motors. Salim spends his days using his hands to craft anything from miniature clay models to actual-size car sculptures. He's been working for the company since he left college, and he and his team have helped design the latest models to come off the showroom floor.

FOOD SCIENTIST

When someone says that he is a laboratory scientist, what immediately comes to your mind? You probably think of a white lab coat, sterile surroundings, a microscope, and test tubes. But that is not the case of Matthew Duval. For the last three years, he's been working as a food scientist for the makers of Tasty's ice cream, and he has created several new flavors. He's constantly searching for new combinations of flavors to keep the products fresh and interesting for the company's customers. In his lab, he experiments with different products and flavors until he gets them just right. And, of course, he always gets to taste the results. One part of Matthew's job involves market research. He's good at presenting his new products to customers and getting their input.

ANIMATION DESIGNER

Animation has been in high demand in advertising, special effects, video games, and films. Animators need to have artistic ability, creativity, storytelling ability, technical skills, scientific and technical knowledge, and the ability to work with others.

Animators need to understand character development and be able to portray character emotions in a convincing way. As computer generated imagery (CGI) technology is used in both live action films and animated movies and interactive games, it has become necessary for designers to have scientific and technical knowledge. Animation projects involve many people who work as a team. Clear and effective communication with team members and clients is crucial.

MG_01_TEXT_SB_2015.indd 20 2/8/15 10:13 PM

Qualities Employers Look for When Hiring for Jobs

In groups, discuss the meaning of the qualities. Give examples of actions that demonstrate the qualities. What other qualities would you add?

Top Ten Qualities

1. Communication skills (Verbal and Written)
2. Honesty/Integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation/Initiative
7. Flexibility/Adaptability
8. Analytical skills
9. Computer skills
10. Organizational skills

Quick Check ☑

A. Vocabulary. Honesty/Integrity, Interpersonal and

1. Which of the qualities do you think the three Motivation/ people you read about need in their jobs? Initiative
2. Which of the above do you think are your strongest and your weakest qualities?

B. Comprehension. Answer ***true*** or ***false***.

1. false Salim works as a car driver.
2. true He's been working for an auto company since he left school.
3. false Matthew has created several new flavors of yogurt.
4. true Matthew enjoys presenting his new products to customers.
5. false Animators usually work alone on their creative projects.

2 Pair Work

Find sentences that are facts about the three jobs you read on page 20. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- How long has Matthew been working as a food scientist?
- He's been working as a food scientist for three years.

- What skills do you need to be a car sculptor?
- You must be creative.

- What job are you interested in?
- I'm interested in becoming a child psychologist. I'm good at working with children.

MG_01_TEXT_SB_2015.indd 21 2/8/15 10:14 PM

3 Grammar

Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done or how many times something has been done.

Present Perfect Progressive	Present Perfect Simple
Hanan **has been reading** a book for two hours.	She **has read** 30 pages.
How long **have you been reading** that book?	How many pages **have you read**?
Saeed **has been playing** football since he was ten.	He **has played** for three different teams.
How long **have you been playing** football?	How many teams **have you played** for?

Adjective + Preposition + Gerund

I'm **good at using** computers.
I'm not very **good at speaking** in public.
I'm **interested in working** outdoors.
I'm not **interested in working** in the computer industry.

A. Read the three texts about jobs on page 20 and find sentences that are present perfect progressive and present perfect simple. Say which ones happened all the time and which ones happened or changed from time to time.

B. Choose the correct verb form.

1. I ('ve been looking for / 've looked for) a job for three months, and I still (haven't found / haven't been finding) one.
2. My father (has worked / has been working) at many different jobs during his career.
3. Adnan (has made / has been writing) books for years, but he (hasn't received / hasn't been receiving) an award yet.
4. How many pages of that book (have you read / have you been reading)?

C. Write answers to the following questions about your study of English.

1. How long have you been studying English?
2. How many English teachers have you had?
3. How many books have you used?
4. How long have you been using this book?

1) I've been studying English for six years.
2) I've had three teachers.
3) I've used six books
4) I've been using this book for three weeks.

D. Work with a partner. Make sentences. Follow the example.

1. Hakim / photography studio / one year—taking pictures—photographer
Hakim's been working at a photography studio for a year.
He's good at taking pictures, and he's interested in becoming a photographer.

1. Faiz / restaurant / six months—bake things—chef
2. Refah / nursing home / two years—help old ladies—nurse
3. Yahya / newspaper / a while—interview people—reporter

1) Faiz has been working in a restaurant for 6 months. He's good at baking things, and he's interested in becoming a chef.
2) Refah's been working in a nursing home for two years. She's good at helping old ladies and she's interested in becoming a nurse.
3) Yahya's been working for a newspaper for a while. He's good at interviewing people and he's interested in becoming a reporter.

MG_01_TEXT_SB_2015.indd 22 2/8/15 10:14 PM

E. Find out about your classmates' abilities and experiences, and ask how long they've been doing them. Complete the chart.

A: Can you ice-skate?
B: Yes, I can.
A: How long have you been skating?
B: I've been ice-skating since I was five.

A: Do you have a job now?
B: Yes, I do.
A: How long have you been working at it?
B: For about six months.

Activity	Name	Length of Time
Play a sport		
Study languages		
Live in the same house		
Drive a car/Ride a bike		
Work part-time		
Swim		
Your idea: _____		

F. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time?

A: What has the man at the magazine stand been doing during the rain?
B: He's been reading.
A: How many magazines has he read?
B: He's read several magazines.

A: What has the utility worker been doing during the rain?
B: He's been trying to repair the stoplight.
A: What has the man at newsstand been doing?
B: He's been reading a magazine.
A: What has the traffic cop been doing?
B: He's been listening to the news on the radio.

A: What has the taxi driver been doing?
B: He's been looking at the limousine.
A: What have the people in the cafe been doing?
B: They've been drinking coffee.
A: What has the man under the umbrella been doing?
B: He's been waiting for the rain to stop.
A: What has the child been doing?
B: He's been playing in the rain.

MG_01_TEXT_SB_2015.indd 23 2/8/15 10:14 PM

4 Language in Context

Prepare a job profile. Write down your qualifications, skills, and personality characteristics. You can use the examples in the chart below or your own ideas. In a group, discuss possible jobs for each student.

Personality Characteristics
creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable

Good At or Interested In

helping people	creating things	working outdoors
working alone	making a lot of money	working with people

Qualifications
degree in journalism

Special Skills
good at speaking in public

Personality
confident

Possible Job
TV reporter

A TV reporter needs to be confident and has to be comfortable in front of the cameras, and should be interested in following news events.

5 Listening

Listen to the job interview, and complete the chart.

Candidate	Job Applied For
Name: Michael	Working hours: 50-60 hours a week
Education: majored in architecture	Salary: high paying
Skills: good at communicating with people	Job description: be involved in work through all stages from selling to clients, to designing and putting up exhibit stands
Experience: 3 years as architect in apartment building company, part time sales in college	

6 Pronunciation

A. Listen. Note the differences in sounds. Then practice.

/m/	/n/	/ŋ/
motivation	in**s**piration	read**ing**
model	pla**n**	work**ing**

He's bee**n** working on **m**aking **m**odels.
He's bee**n** an in**s**piratio**n** to **m**e.

B. Choose some sentences from the texts you read on page 20. Underline the words that have ***m***, ***n*** and ***ing*** in each sentence. Practice reading the sentences aloud making the three different sounds.

7 About You

In pairs, ask the questions and have your friend answer. Then switch roles.

1. What do you plan to do when you finish school?
2. Do you have a job? How long have you been working at your present job?
3. What career interests you? Why?
4. Have you ever had a job interview? Talk about it.
5. Have you ever had an internship? Talk about it.
6. Tell your partner about the jobs you've had and the courses you've taken. Say how long you've been doing the jobs or taking the courses.

MG_01_TEXT_SB_2015.indd 24 2/8/15 10:14 PM

8 Conversation

Underline the words that have ***m***, ***n*** and ***ing*** in the conversation and the expressions ***day after day***, ***day in day out***, ***bored to death***, ***talked someone out of it*** and ***luckily***. In pairs, read the conversation aloud. Make sure to produce the three different sounds and the expressions correctly.

Yousef: So, Khaled, are you happy with your job at the TV station?
Khaled: Yes, very happy. I enjoy being out there and talking to people. I get a lot of satisfaction out of my job.
Yousef: How long have you been working on TV?
Khaled: I've been a reporter at this station for five years—since my internship. What about you?
Yousef: I've been working at the bank since I left high school. It's the same thing day after day, day in and day out. I'm bored to death. I was hoping to be a watch repairer, you know, but my parents talked me out of it. They said it wasn't a serious profession.
Khaled: Well, I was going to be a dentist, but luckily I changed my mind. Can you imagine me in a small room, stuck between four walls?
Yousef: That's where I am right now. It's time to move on and find something more challenging. I have a lot of different skills. I'm good at solving problems. I'm organized, reliable, hardworking...What do you think I should do?

Your Ending

What advice do you think Khaled gives Yousef?

1. I'm looking for an assistant. Are you interested?
2. Why don't you network with friends and find out about available jobs?
3. You should look at job sites on the Web.
4. Your idea: Find a job that will satisfy you.

Real Talk

day after day, day in and day out = following the same pattern
bored to death = very bored
talk someone out of it = to convince to do something different
luckily = used to give an opinion that an event was positive

About the Conversation

Answer ***true*** or ***false***.

1. true Khaled has been working on TV for five years.
2. false He wanted to be an engineer.
3. false Yousef has had several jobs since he left high school.
4. true He wanted to be a watch repairer.
5. true He's been thinking of getting another job.

Your Turn

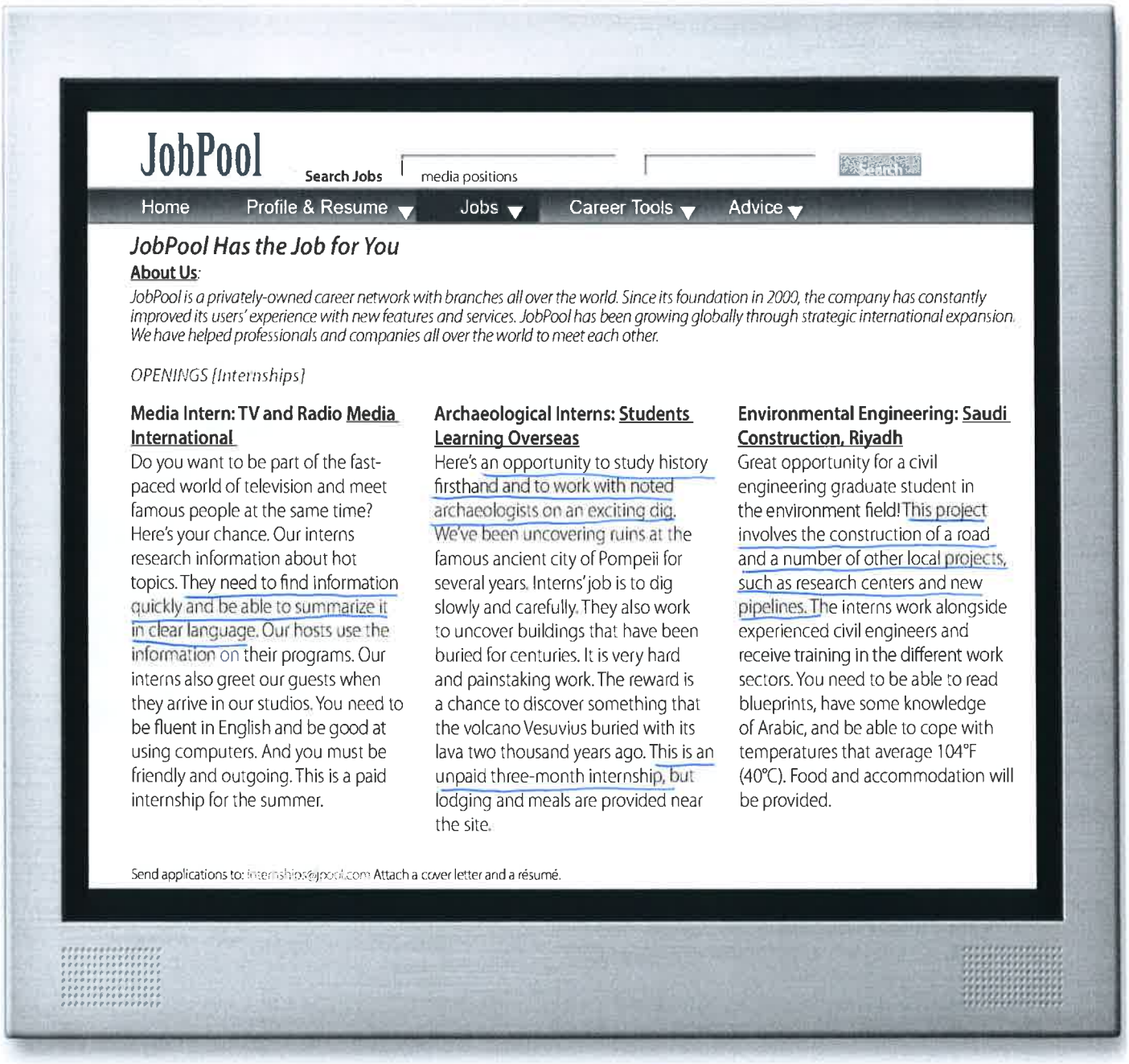
Role-play with a partner. Imagine Yousef found another job and has been working there for a year now. Ask what he's been doing and what changes have occurred in his career. Present your interview to the class.

MG_01_TEXT_SB_2015.indd 25 2/8/15 10:14 PM

9 Reading

Before Reading

Read the three job opportunities and find the sentences that say what a person should be able to do in each job.



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JobPool is a privately-owned career network with branches all over the world. Since its foundation in 2000, the company has constantly improved its users' experience with new features and services. JobPool has been growing globally through strategic international expansion. We have helped professionals and companies all over the world to meet each other.

OPENINGS [Internships]

Media Intern: TV and Radio Media International

Do you want to be part of the fast-paced world of television and meet famous people at the same time? Here's your chance. Our interns research information about hot topics. They need to find information quickly and be able to summarize it in clear language. Our hosts use the information on their programs. Our interns also greet our guests when they arrive in our studios. You need to be fluent in English and be good at using computers. And you must be friendly and outgoing. This is a paid internship for the summer.

Archaeological Interns: Students Learning Overseas

Here's an opportunity to study history firsthand and to work with noted archaeologists on an exciting dig. We've been uncovering ruins at the famous ancient city of Pompeii for several years. Interns' job is to dig slowly and carefully. They also work to uncover buildings that have been buried for centuries. It is very hard and painstaking work. The reward is a chance to discover something that the volcano Vesuvius buried with its lava two thousand years ago. This is an unpaid three-month internship, but lodging and meals are provided near the site.

Environmental Engineering: Saudi Construction, Riyadh

Great opportunity for a civil engineering graduate student in the environment field! This project involves the construction of a road and a number of other local projects, such as research centers and new pipelines. The interns work alongside experienced civil engineers and receive training in the different work sectors. You need to be able to read blueprints, have some knowledge of Arabic, and be able to cope with temperatures that average 104°F (40°C). Food and accommodation will be provided.

Send applications to: internships@jpool.com Attach a cover letter and a résumé.

MG_01_TEXT_SB_2015.indd 26 2/8/15 10:14 PM

Résumé

Carl Barthes
543 Limerick Road
Englewood, New Jersey 07632
Telephone: 201-555-7287 • Cell phone: 201-555-7398
email: cbarthes@worldnet.com

Education

- Undergraduate student at Center University, majoring in Media Studies
- Graduate of City High School

Experience

- Host of radio program. Responsibilities include:
  Interview people about teen-related issues on the air
  Decide on topics and help organize the show
- In charge of school website "School Days"
  Have written articles on community issues and on student concerns.
  Have done interviews and research to get background information.

Honors/Awards

- The school website won an award as one of the most useful to students in the state.
- An article I wrote about jobs for young people has appeared in the local press.

Skills

- Computer expertise in word-processing and graphic programs
- Fluent in Spanish

After Reading

Answer ***true*** or ***false***.

1. true JobPool has been growing since the year 2000.
2. false The archaeological interns get a good salary.
3. false The media intern needs to speak several languages.
4. true The candidate for the engineering job must be good at reading blueprints.
5. true Carl has experience with word-processing programs.
6. false One of Carl's articles has appeared in newspapers all over the country.

Discussion

1. What types of information does Carl include in his résumé? What types of jobs do you think Carl has the qualifications and experience for? Explain.
2. What qualifications do you have that you can include in a résumé? What jobs are you qualified for?
3. In your opinion, what makes a person qualified for a job?

MG_01_TEXT_SB_2015.indd 27 2/8/15 10:14 PM

10 Writing

A. **1.** Read the three job opportunities again. Write the qualities, qualifications, and experience that a person needs for each job in note-form in the chart below.

2. Which job would you apply for if you had the qualifications? Why?

3. Which job would you not be interested in? Why not?

4. Discuss your choices in class. Which is the most popular job? Which is the least popular job?

Job	Qualities (see page 21)	Qualifications (Certificates, awards, diplomas, degrees)	Experience
Media Intern	Find information quickly/ summarize/clear language fluent English/computer skills, friendly and outgoing	Not Applicable (no mention)	Research and Public Relations
Archaeological Intern	careful and methodical- interested in history- interested in archeology/ working with noted archeologists	Not Applicable (no mention)	Not applicable/no mention probably experience is not a necessary requirement
Engineering Intern	ability to read blueprints knowledge of Arabic tolerance to high temperatures	Degree in civil engineering/graduate student	Not Required

B. **1.** Read the cover letter for a job application on page 29. Collect information about the person and make notes in the chart which follows it.

2. Think about your favorite job in the JobPool. Write information about yourself in the YOU column.

3. Use your information to write a cover letter applying for the position.

Writing Corner

When you write a cover letter it is important to think about why you are writing it (purpose); who you are addressing (audience); and the information you will put in each paragraph:

- **include the name, title, and address of the recipient on the left**
- **start with a short introduction stating your reasons for writing**
- **include a section or paragraph about why you are the right person for the job**
- **finish with a closing statement thanking the recipient**

Find the features mentioned above in the letter on page 29 before you write your own cover letter.

MG_01_TEXT_SB_2015.indd 28 2/8/15 10:14 PM

Harold Bash
Human Resources Manager
Zero A Company
87 Delaware Road
Hatfield, CA 08065
(909) 555-5555
harold.bash@email.com

15 April 2011

Dear Mr. Bash,

I am writing to apply for the Public Relations position advertised in *PR Journal*. As requested, I am enclosing a completed job application, my certification, my résumé, and three references.

I believe that my experience, education, and training will make me a competitive candidate for this position. The key strengths that I possess for success in this position include:

- I am a dedicated and enthusiastic professional
- I welcome challenge and strive for continued excellence
- I am an experienced and effective communicator
- I have had five successful years in PR in large corporations

With a Bachelor's Degree in Public Relations and a Master's Degree in Intercultural Communication, I have a full understanding of the factors involved in the successful operation of a multinational organization such as yours.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Bruce Carpenter

Applicant	Person who wrote the cover letter	YOU
Qualities (see page 21)	- dedicated and enthusiastic - experienced and effective communicator	- motivated, computer literate - communication skills (verbal and written) - flexible and teamwork skills
Qualifications (Certificates, awards, diplomas, degrees)	- Bachelors degree in Public Relations - Master's Degree in Inter-cultural Communicaton	- Bachelors degree in Media and communicaton - MBA in Media
Experience	- 5 successful years in PR in large corporations	- 6 years experience in advertising and broad-casting

MG_01_TEXT_SB_2015.indd 29 2/8/15 10:14 PM

11 Form, Meaning and Function

Simple Present Tense

Use the simple present to talk about things that are true in general or that happen all the time.

Affirmative (+)

I / You / We / They	**work**	in an office
He / She	**works**	

Negative (–)

I / You / We / They	**don't**	**work**	in an office.
He / She	**doesn't**		

Time Expressions for the Present

We can use time expressions to talk about routines or habits.

He works at the hospital **from** Sunday **to** Thursday.
He works at the hospital **on weekdays**.
He doesn't work **on the weekend**.
In his free time, he plays football.

Wh- Questions in the Simple Present

Q: Where does he/she work?
A: He/She works in a hospital.

Q: Where do you/they work?
A: I/They work in an office.

Q: What do you do?
A: I'm a salesperson.

Note: *What do you do?* usually means *What's your job?*

Prepositions of Time for the Present

Look at these examples to understand when we use prepositions to talk about time:

at three o'clock, noon/midnight/ midday/ night

in the morning/afternoon/evening

on Thursday, weekdays, Saturday morning, weekends, the weekend

A. Complete the sentences with the simple present tense of an appropriate verb. Write the correct preposition.

0 Fawda is a teacher. She *teaches* in a high school. She works *on* weekdays.

1. What *does* your uncle *do*? He's a writer. He *writes* books.
2. Adnan is a bus driver. He *drives* a city bus. He works *at* night.
3. Where *does* Omar and Ali *work*? They *work* in a hospital. They are doctors.
4. Hasmeed is a journalist. He *writes/works* for a newspaper. He *works* *on* weekdays and *on* weekends.
5. Fahd is a pilot. He *flies* planes. He likes to play tennis *during* his free time.

MG_01_TEXT_SB_2015.indd 30 2/8/15 10:14 PM

Relative Pronouns: *Who, That, Which*

Relative clauses add information about a noun in the main clause.

Use the relative pronoun *who* or *that* for people.
Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.
The man **who/that** was talking to the tourists was friendly. (relative clause)

The computer company is making a good profit. It is called Easy Surf.
The computer company **that/which** is making a good profit is called Easy Surf.

Past Progressive with *While*

We can use the past progressive with *while* to talk about actions that were happening at the same time:

Mohammed **was working** on the computer **while** his brother **was talking** on the phone.
While you **were working** at the photography studio, I **was studying** graphic design at college.
They **were waiting** for their father at the office **while** their father **was waiting** for them at home.
While she **was talking** with her sister downstairs, her mother **was looking** for her upstairs.

B. Complete the sentences with ***who*** or ***that***.

1. The new driver ___who___ started work yesterday is very quiet.
2. The products ___that___ they launched this week are selling well.
3. I'd like to introduce you to the person ___who___ organized the conference.
4. That isn't the job ___that___ he applied for.
5. The actor ___who___ was playing the lead role was very funny.
6. Isn't that the book ___that___ you were reading last week?

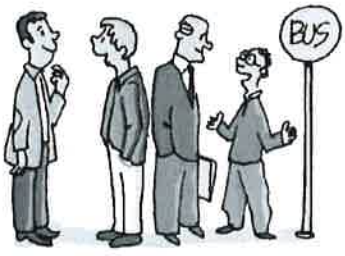
C. Work with a partner. Make sentences to describe the actions in the pictures.

1. It was raining while Yahya was washing the car.

Yahya

1. Faisal

2. Fatima



3. the people

MG_01_TEXT_SB_2015.indd 31 2/8/15 10:14 PM

12 Project

1. Find a person – a relative or a friend who has a job that you are interested in.
2. Prepare questions that you would like to ask him/her in an interview.
3. Interview the person and write the answers in note-form. Use the same categories in the chart to organize them: Qualities, Qualifications, Experience, and Skills
4. Use the same questions as in 2 to interview each other. Answer using your notes about your relative's or friend's job. Write your partner's answers in the chart in note-form.
5. Use your partner's answers to write a résumé using Carl's résumé as a model.

	Your questions	Your partner's answers
Qualities (see page 21)		
Qualifications (Certificates, awards, diplomas, degrees)		
Experience		
Skills		

MG_01_TEXT_SB_2015.indd 32 2/8/15 10:14 PM

13 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:

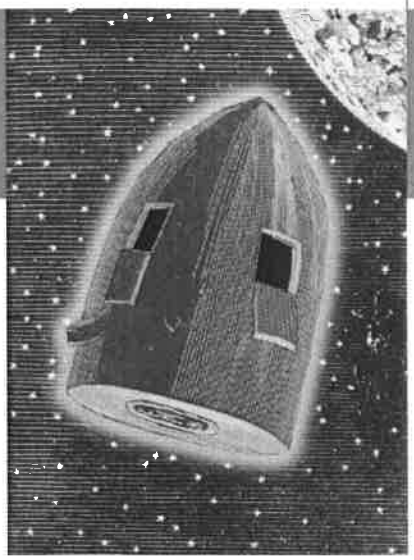
Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about careers			
talk about personal qualities and personality characteristics			
talk about how long I've been doing something			
use the present perfect progressive versus the present perfect simple			
use the construction adjective + preposition + gerund			
use the simple present and ask *Wh*- questions			
use prepositions of time for the present			
use relative pronouns			
use the past progressive with *while*			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

MG_01_TEXT_SB_2015.indd 33 2/8/15 10:14 PM

3 What Will Be, Will Be



1 Listen and Discuss

1. Read the title. What words does it make you think of?
2. Read the text. Find the sentences that talk about the future and the ones that talk about the past.

A Vision of the Future

The French writer Jules Verne wrote several books in the late 1800s. In them, he wrote about the future. He asked, "What will life be like at the end of the 20th century—one hundred years from now?" In one of his adventure novels *(From the Earth to the Moon)*, his characters traveled to the moon in a rocket. In another novel *(20,000 Leagues Under the Sea)*, his characters dove through the depths of the ocean in a submarine in the shape of a whale. In a novel titled *Paris in the Twentieth Century*, Verne described a city with skyscrapers of glass and steel, high-speed trains, gas-powered automobiles, and a global communications network. Space rockets and submarines and other things in his novels didn't exist in Verne's time, but many of the inventions that Verne imagined became reality by the end of the 1900s. That's why people call Verne a visionary.

◂ Jules Verne

MG_01_TEXT_SB_2015.indd 34 2/8/15 10:14 PM

Comments Made in the United States in 1955: Right or Wrong Predictions?

Read the predictions below. Find the sentences that talk about the future.

"I seriously doubt that fast food restaurants will ever catch on."

"Have you seen the new cars coming out next year? It won't be long before $1,500 won't even buy a used car."

"Did you see where some baseball player just signed a contract for $75,000 a year just to play ball? It wouldn't surprise me if someday they'll be making more than the president."

"Soon all our kitchen appliances will be electric. They are even making electric typewriters now."

"I'll tell you one thing, if things keep going the way they are, it's going to be impossible to buy a week's groceries for $20."

"If they think I'll pay 50 cents for a haircut, forget it."

FYI

What a dollar bought in 1955 would take about $7.76 to buy in 2009, because of inflation. The average baseball player makes nearly $3 million a year. Today a haircut for a man costs from $12-$20.

Quick Check ☑

A. Vocabulary. Complete the following with words from the texts.

1. adventure novel
2. fast food restaurant
3. used car
4. kitchen appliance
5. hair cut

B. Comprehension. Mark which of these predictions came true.

1. ✓ People will drive gas-powered cars.
2. ✓ People will live in skyscrapers.
3. ___ People will travel to the center of the earth.
4. ___ Fast food restaurants won't catch on.
5. ✓ Sports stars will earn more than the president.

2 Pair Work

Think of one thing we use now. Write down some of its features. Think how each of these features may change in 30 to 40 years. Make predictions of how people will use it in the year 2050.

There won't be any more cars. People will travel in vehicles that ride through the air.

MG_01_TEXT_SB_2015.indd 35 2/8/15 10:14 PM

3 Grammar

Future with *Will* or *Be Going To*

Use *will* or *be going to* to make predictions about the future.

Affirmative (+)
Computers **will perform** many functions.
People **are going to have** more free time.

Negative (–)
Computers **won't have** feelings.
Machines **aren't going to control** us.

Questions (?)
Will people **eat** artificial food?
Are we **going to travel** to other planets?

Answers (Opinions)
I guess so. I hope not.
I think so. I don't think so.

We also use *will* when we decide to do something at the time we're speaking, such as for offers or promises.

We don't have any milk. I'**ll get** some from the store.

Will versus *Be Going To*

Use *be going to* to express a plan that is already made or decided.
Use *will* to express uncertainty, often with *maybe* or *probably*.

What are your vacation plans? I'**m going to spend** a month in Abha.
Maybe I'**ll go** to Abha.

Future Progressive

Use the future progressive (*will* + *be* + present participle) for continuous actions in the future.
Or use *be going to* + *be* + present participle.

Affirmative (+)
(At) this time tomorrow, I'**ll be swimming** in the ocean. OR I'**m going to be swimming**...
A week from today, I'**ll be relaxing** on the beach. OR I'**m going to be relaxing**...
By the year 3000, people **will be living** to the age of 120. OR They **are going to be living**...

Questions (?)
Will you **be working** on the weekend?
Are they **going to be taking** the test, too?

Short Answers (+)
Yes, I **will**.
Yes, they **are**.

Short Answers (–)
No, I **won't**.
No, they **aren't**.

A. Complete the predictions about the future with the correct form of the verb. More than one answer is possible.

1. In one hundred years, people _____ _____ on other planets. (live)
2. Students will be studying with computers instead of books. (study) will study / are going to study / are going to be studying
3. Cars aren't going to run on gasoline. (not run) won't run / won't be running / aren't going to be running
4. Robots won't be controlling people's lives. (not control) won't control / aren't going to control / aren't going to be controlling
5. Young people are going to listen only to MP3s. (listen) will listen / will be listening / are going to be listening
6. At the age of 50, people will be/are going to be "young." (be)

MG_01_TEXT_SB_2015.indd 36 2/8/15 10:14 PM

Sample Answers:
People probably will be using ballpoint pens. People will always need to write. We can't use computers for everything. People won't be reading magazines like we have today. I think people will only read them electronically.

B. Work in groups. Answer this question:
Which of the following do you think people will still be using in 50 years?

ballpoint pens

personal computer

DVD player

magazines

cell phone

flat screen TV

microwave oven

Sample Answers:
A: Do you think there will be enough food for everyone in the world?
B: I believe there will be. Scientist will figure out a way to feed more people with the resources we have.

C. Work with a partner. Ask and answer: Which of the following do you think will be solved in the next 50 years? Add your own ideas.

A: Do you think there will be enough food for everyone in the world?
B: I believe there will be.
A: Do you believe there will be peace on Earth?
B: No, I don't. Nations are too selfish.

Researchers will find a cure for cancer.
Global warming will melt the ice at the poles.
People will be preserving the environment.
There won't be any more pollution.
There won't be any more war.
Many plant and animal species won't exist anymore.

MG_01_TEXT_SB_2015.indd 37 2/8/15 10:14 PM

4 Language in Context

Write down three things you want to change and improve in your life. Compare your ideas with a partner.

I won't use my cell phone so much.
I'll start exercising.
I'll study more.

5 Listening

Listen to the principal's speech at graduation, and complete the chart about the students' past and future.

Name	Past	Future
Ibrahim	He was a good runner in school races.	He will be a physical education teacher.
Steven	He was captain of the debate team and good at defending her point of view.	He will be a lawyer
Saeed	He had a great scientific mind.	He will become a science researcher
Jim	He raised money and worked for good causes.	He will be a social worker.

6 Pronunciation

A. Listen. Note the words that are usually not stressed. Then practice.

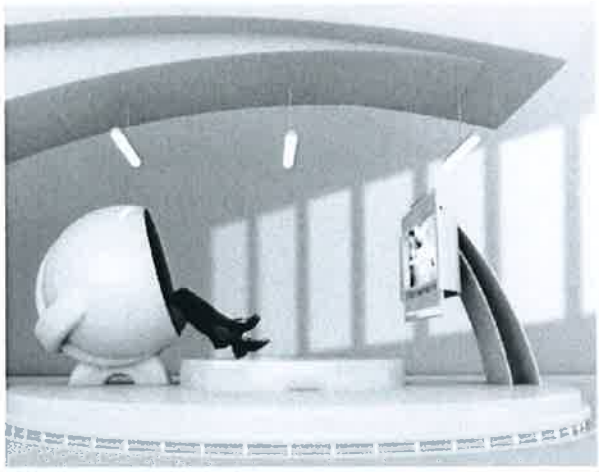
a	in a century	**to**	nine-to-five
and	young and old	**was**	It was common.
can	Cars can fly.	**of**	cars of the future

B. Read the text about Jules Verne again. Find the sentences that contain ***a***, ***and***, ***can***, ***to***, and ***of***. Practice reading these sentences without stressing ***a***, ***and***, ***can***, ***to***, and ***of***.

7 About You

In pairs, ask and answer the questions. Then switch roles.

1. Do you believe that people can predict the future? Explain.
2. Do you know of any predictions that came true? Explain.
3. What changes do you predict for the next 50 years?
4. What do you think you'll be doing 20 years from now?
5. What kind of TV programs will people be watching in 50 years?
6. What will schools be like in 20 years?



MG_01_TEXT_SB_2015.indd 38 2/8/15 10:14 PM

8 Conversation

Find and underline some of the words you practiced in the pronunciation section. Practice reading the conversation in pairs.

Reporter: Would you tell us about the new intelligent home of the future?

Engineer: Certainly. The concept of Intelligent Buildings is to monitor and optimize lighting, security, ventilation, heating, audiovisual and entertainment systems, and so on. It's an integrated household system that will make people's lives easier.

Reporter: How will the house actually function?

Engineer: When you arrive at the front door, you won't need a key. The door will open with a touch of your finger. The system will recognize your fingerprint.

Reporter: What happens after I enter the house?

Engineer: The lights will come on if it's night, the climate control will be activated, and surround sound will automatically play your favorite music.

Reporter: What special facilities will there be in the kitchen?

Engineer: You'll be able to "call" your refrigerator when you're at the supermarket and find out how much milk there is or how many eggs you have left.

Reporter: That's wonderful. What about the housework? I hate doing that.

Engineer: The house will come equipped with a robot that will do the cleaning, the washing, and the cooking.

Reporter: No kidding? Can I buy the robot without the house?

Real Talk

Certainly = used to say yes
No kidding? = to express surprise, in this case, pleasant surprise

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

1. What are some features of the intelligent house?
2. What will happen after a person enters the house?
3. What will you be able to do over the phone?
4. Why is the reporter interested in the robot?

1 The intelligent house will monitor lighting, security, ventilation, heating, and audiovisual systems.
2 When someone enters the house, the light will come on at night, the climate control will be activated, and music will play.
3 You will be able to "call" your refridgerator and find out about the things in it.
4 The reporter would like a robot to do the cleaning, washing and cooking.

Your Turn

Draw an intelligent house that you would like to have one day. Write sentences about the intelligent features and how they work.

MG_01_TEXT_SB_2015.indd 39 2/8/15 10:14 PM

9 Reading

Before Reading

1. Read the title. What words does it make you think of?
2. Read the text. Match a heading to each paragraph.
   - **a.** What the car contained
   - **b.** The burial of a car
   - **c.** 50 years later
   - **d.** They lived to see it
   - **e.** Everyone came to the event

The Tulsa Time Capsule

1 A crowd of people gathered outside the courthouse in Tulsa, Oklahoma, in June 1957, to witness the burial of an unusual time capsule: a brand-new gold-and-white Plymouth Belvedere car. The city leaders explained: "In exactly 50 years time, this car will be unearthed to show the world who we were and how we lived in Tulsa in 1957."

2 The automobile contained a flag, a city phone directory, an unpaid parking ticket, and the contents of a woman's purse: bobby pins, a ladies' powder compact, a plastic rain cap, several combs, a tube of lipstick, a pack of gum, a wad of tissues, $2.73 in bills and coins. Five gallons of gas were also included, in case the combustion engine became obsolete by 2007 and no fuel was available.

3 The event attracted all sorts of people to Denver Avenue that day in 1957. Some thought that the idea of burying a new car was dumb; others thought it was brilliant. Raffle tickets (for the car) were sold. The person to guess the approximate population of Tulsa in 2007 would win. "I'll never be alive," said Teddy Baxter, aged 6. "Sure you will," answered his brother Henry, who was 19.
"I might not be, but you'll be around for sure." Gene McDaniel, who was 20 at the time, thought: "In 2007, I'll be 70—I'll never make it."

4 The Plymouth was wrapped in protective materials and lowered into a concrete vault, which was supposed to withstand even a nuclear attack. It lay there for 50 years.
On June 13, 2007, the vault was opened, and the car was raised as thousands of people watched. The organizer of the event said: "Ladies and gentlemen, I present you Miss Belvedere." Unfortunately the tomb was unable to protect the car from moisture, and the vintage vehicle was covered in rust. The

contents of a "typical" woman's handbag in the glove compartment looked like a lump of rotted leather. The microfilm that recorded the names of the contestants wasn't found. There was a bit of disappointment that the items were not in better condition.
However, some items inside the time capsule were in good shape—they included a U.S. flag and some historical documents, such as aerial maps of the city and postcards.

5 The good news is that when the Belvedere was unearthed, Teddy and Gene were still alive. They never thought they would be here to see it happen. Someone present said, "It's our King Tut's tomb. It's like a fairy tale."

MG_01_TEXT_SB_2015.indd 40 2/8/15 10:14 PM

After Reading

A. Choose the correct meaning of each word.

1. to gather (paragraph 1)
   a. to come together **b.** to separate **c.** to join
2. to witness (paragraph 1)
   a. to give evidence **b.** to help **c.** to see an event
3. bobby pin (paragraph 2)
   a. pin worn by boys **b.** safety pin **c.** hairpin
4. obsolete (paragraph 2)
   a. complete **b.** outdated **c.** high-tech
5. vault (paragraph 4)
   a. an electric measure **b.** a safe **c.** a can
6. to withstand (paragraph 4)
   a. to oppose **b.** to observe **c.** to resist or survive

B. Answer the questions about the reading.

1. What was the purpose of burying the car for 50 years?
2. Why did the organizers include five gallons of gas for the car?
3. Are any of the items put in the car obsolete today?
4. Who was going to be the winner of the contest?
5. What was the bad news in 2007?

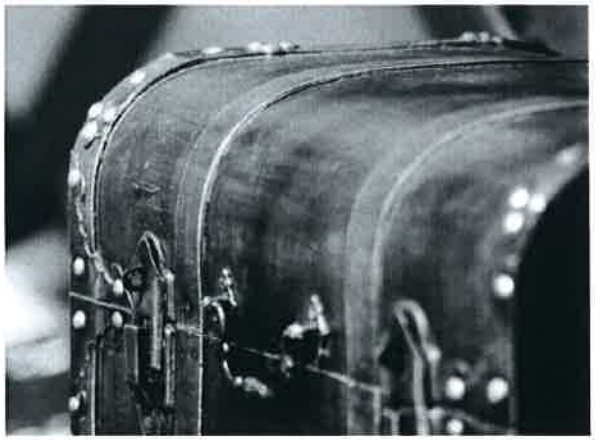
1 The purpose was to show how people lived in Tulsa in 1957.
2 They included the gas in case the combustion engine became obsolete.
3 The microfilm is obsolete.
4 The winner of the contest was going to be the one who guessed the population of Tulsa in 2007.
5. Water got into the vault and the car was covered in rust. The microfilm for the contest wasn't found.

C. Complete the sentences about the reading in your own words.

1. "In 50 years time, when this car is taken out of the vault, people will see what Tulsa was like in 1957."
2. "If I buy a raffle ticket for the car, I might not live long enough to win the prize."
3. "When people open the glove compartment in 2007, they will find a woman's purse and its contents."

Discussion

Have you ever read about "hidden treasure"? When was it hidden and what did people find?



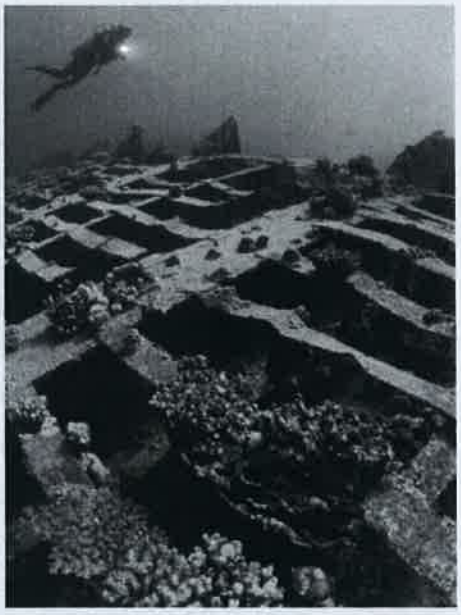
MG_01_TEXT_SB_2015.indd 41 2/8/15 10:14 PM

10 Writing

A. Answer the questions.

1. Read the title. Who do you think the keeper is?
2. Look at the photos. Where was the treasure hidden?

Keeper of hidden treasure



This is not a fairy tale, nor a scary story; it is the story of the discovery of 900-year-old treasure off the Korean shore.

A fisherman caught an octopus that had bits of blue pottery attached to its tentacles. At first, he thought they were shells. He caught more octopus and they all had shards attached to their tentacles. Finally, he brought up an octopus that had a whole plate caught on its tentacles.

That was when he realized that he had made an important discovery; he had heard about shipwrecks with ancient pottery, in the area. So he contacted the museum as soon as he got back.

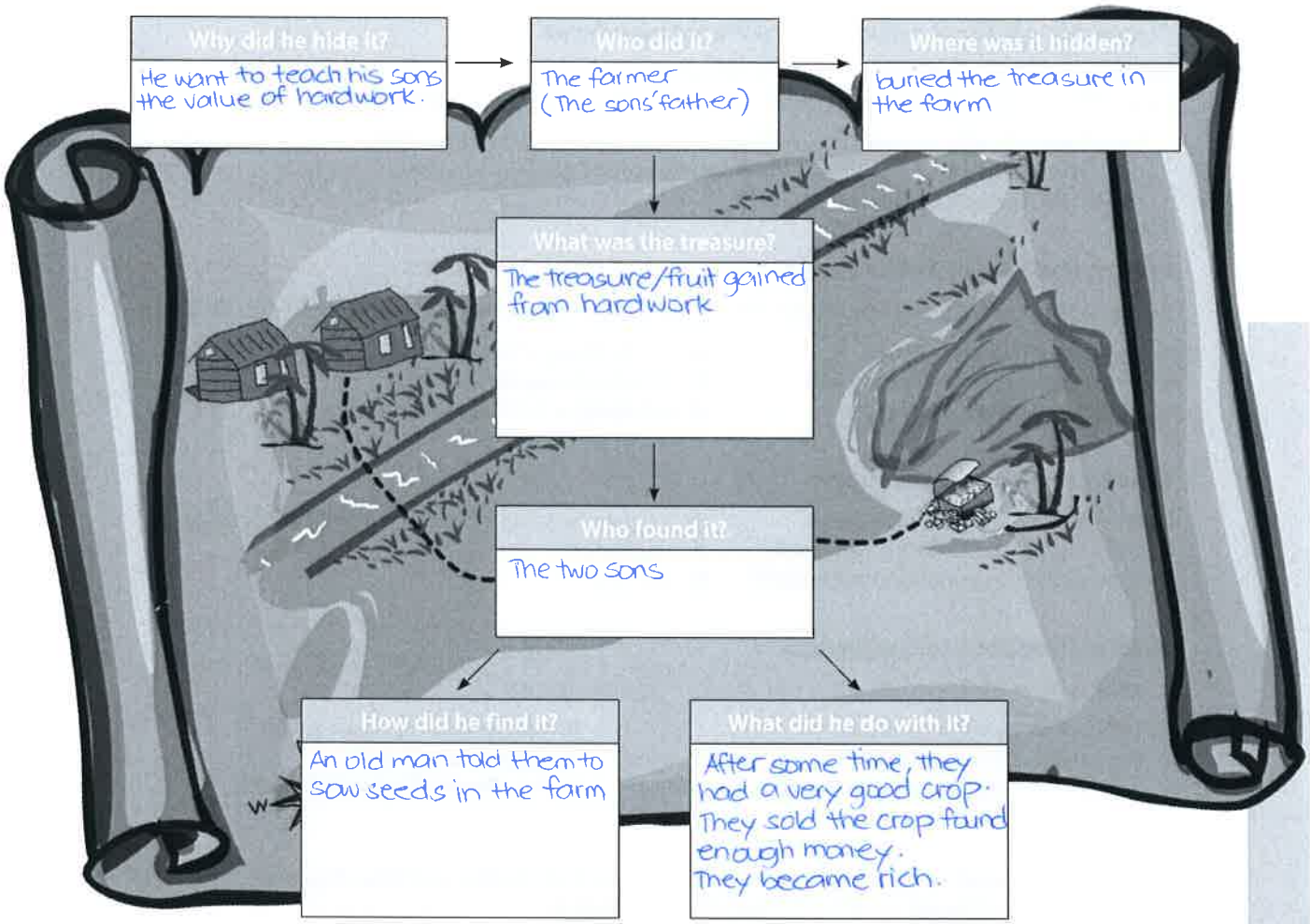
An urgent underwater exploration led to the discovery of thirty, perfect examples of 12th century bowls, thanks to the octopus family.

3. Read the story and make notes in the boxes.

Who found the treasure?	A Korean fisherman
Where did he find it?	Off/Near the Korean shore
How did he find it?	He caught an octopus with blue shards attached to its tentacles/ then caught another octopus with a whole plate.
What was the treasure?	thirty perfect 12th century bowls.
What did he do with it?	He contacted the museum/He reported it to the museum

MG_01_TEXT_SB_2015.indd 42 2/8/15 10:14 PM

B. Think of a story about "hidden treasure" that you have read or heard. Make notes in the chart below and then use your notes to write the story.


Why did he hide it?
He want to teach his sons the value of hardwork.
Who did it?
The farmer (The sons' father)
Where was it hidden?
buried the treasure in the farm
What was the treasure?
The treasure/fruit gained from hardwork
Who found it?
The two sons
How did he find it?
An old man told them to sow seeds in the farm
What did he do with it?
After some time, they had a very good crop. They sold the crop faund enough money. They became rich.

Writing Corner

When you write a story you need to think about:

- Your **audience.** Who is reading or listening to the story?
- The **people (characters)** in the story. Who are they? What do they look like? What kind of person are they?
- The **place** or **places** where events take place. Describe these places.
- The **events (plot).** What happens in your story? Use past verb forms.
- The **time** things happened. Which year is your story set in? What time of day is it? Which season is it? Use past time.
- The **order of the events.** What happened first, second, third and so on? Use a variety of past tenses to order your events.
- The **beginning** and **end** of the story. How will you begin your story? How will you end your story?

1. What do you think causes a reaction, e.g. surprise, suspense, laughter/humor etc.?
2. What was your reaction to the octopus story?

MG_01_TEXT_SB_2015.indd 43 2/8/15 10:14 PM

11 Form, Meaning and Function

Present Simple Tense versus Present Progressive Tense

We use the simple present to talk about habits or routines.
We use the present progressive for actions occurring now or for a temporary situation.

Omar **lives** in Riyadh. He **works** for a big computer company as a computer scientist.
Omar **is working** at the Science and Technology Museum in Dubai. He **is creating** an exhibit named 'Computers in the Future.'

Present Progressive for the Future

We can use also use the present progressive tense to talk about arrangements and scheduled events in the future.

Q: When **are** they **flying** to Dubai?
A: They**'re flying** to Dubai tonight.
Q: When **are** the new cars **coming out**?
A: They**'re coming out** next year.
Q: When **is** Omar **leaving** for Riyadh?
A: He**'s flying** at 9 o'clock in the morning.

Time Expressions for the Future

Q: What are you going to do **tomorrow**?
A: I'm going to visit the museum of Science and Technology.
Q: Will she go on the school trip **next week**?
A: Yes, she will.
Q: Are you sitting examinations **next month?**
A: Yes, I am.

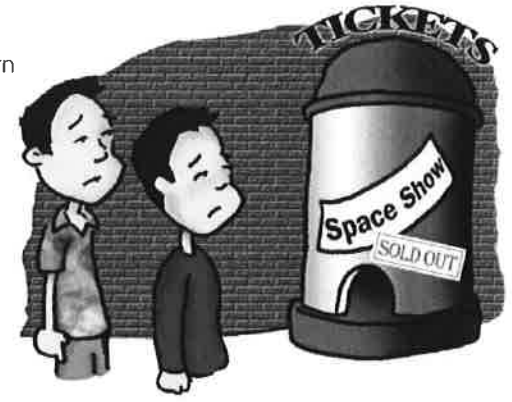
Make and Respond to Suggestions

To make suggestions we can use: *Let's.../ How about ....?/ Why don't we/ you ....?*

Q: **Let's** look for the hidden treasure.
A: **We can't.** We don't have a map.
Q: **How about** making a time capsule for the school project?
A: **Great idea!** Let's do it!
Q: **Why don't we** design a robot to help with the cleaning?
A: Yes, **why not! That sounds great!**

A. Hussein and Ahmed are going on a school trip. They will visit a new Science and Technology museum. Work with a partner. Ask and answer. Use future forms and time expressions.

A: When are they going?
B: They are going tomorrow.
A: What will they see and do at the museum?
B: They are going to see exhibits about robots. They will learn about space travel in the future.
A: What will they take?



B. Hussain and Ahmed are at the museum. They are discussing what to see and do. Make up a dialogue. Use language for making and responding to suggestions.

Hussain: Let's go to the 'Space Show.'
Ahmed: **Great idea!** Oh wait .... **We can't.** It's sold out. **How about** ...

MG_01_TEXT_SB_2015.indd 44 2/8/15 10:14 PM

Information Questions

Q: What are you going to do in the summer? **A:** I'll probably travel.
Q: Where will you go? **A:** I'll go to Jordan.
Q: How will you get there? **A:** Maybe I'll drive.

Note: We often use will with *probably* or *maybe* to express doubt or uncertainty.

Tag Questions

We often use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

Affirmative (Negative Tag)	Negative Sentence (Affirmative Tag)
Global warming will melt the ice at the poles, **won't it**?	People won't live on other planets in 100 years, **will they**?
Most people use their cars to get around the city, **don't they**?	They are not going to go on the school science trip, **are they**?
Scientists are close to finding a cure for cancer, **aren't they**?	He isn't working at the research center tomorrow, **is he**?
It usually snows in winter, **doesn't it**?	It doesn't usually rain in summer, **does it**?
You are from Riyadh, **aren't you**?	She isn't from Muscat, **is she**?

C. Find out about your classmate's hobbies and interests. Ask and answer questions about their plans for the various times in the box. Use future forms and time expressions.

A: What are you going to do on the weekend?
B: I'll visit my cousins. I'll probably go horseback riding on Saturday.
A: That sounds great!
B: What will you do on the weekend?
A: I'll probably go to the new science museum with my brother. I haven't been yet.

in the summer	in the winter	in the spring	in the fall
on the weekend	next week	next year	on Saturday
tomorrow	in the future	this year	soon

D. Write down some of your classmate's answers from exercise **C**. Then check the information with them. Use question tags.

A: You usually go horseback riding on the weekend, don't you?
B: Yes, I will probably go on Saturday.

B: You are going to go to the new science museum, aren't you?
A: Yes, that's right!

MG_01_TEXT_SB_2015.indd 45 2/8/15 10:14 PM

12 Project

1. Think about life in your country and plan a time capsule to be opened in 50 years' time. Work in groups.
2. Use the questions in the planner to help you decide what to put in it. Make notes in the chart.
3. Try to choose things that represent different areas in your country. Think about different kinds of objects.
4. Suggest and discuss different ideas in your groups before you decide. Share the work required to collect information, design the time capsule, and write short texts about what the objects are and why they have been included.
5. Create a poster of your capsule with photos or drawings of the objects. Include brief captions about each object.
6. Present your project in class.

Planning questions	Group's decision
What will you use as a time capsule?	
How will you protect the time capsule?	
Where will you bury the time capsule?	
What will you put in the time capsule?	
Why did you chose the things that you will put in the time capsule?	

MG_01_TEXT_SB_2015.indd 46 2/8/15 10:14 PM

13 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
make predictions about the future			
express opinions			
use the future with *will* or *be going to* in the affirmative and negative and in questions and answers			
use *will* versus *be going to*			
use the future progressive in the affirmative and negative and in questions and answers			
use the present progressive for the future			
use time expressions for the future			
make and respond to suggestions			
ask *Wh-* questions and use tag questions			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

MG_01_TEXT_SB_2015.indd 47 2/8/15 10:14 PM

EXPANSION Units 1–3

1 Language Review

A. Ask questions about the situations.
Use the present perfect progressive.

0 Have you been fighting?

1

2

3

4

5

6

1. Have you been waiting for the bus a long time?
2. Have you been eating chocolate?
3. Have you been cleaning the house?
4. Have you been skiing?
5. Have you been jogging?
6. Have you been sleeping?

B. Complete the sentences with the words in parentheses. Use the present perfect progressive or the present perfect form of the verb.

1. Someone has stolen (steal) my car. I left it parked here, and it's gone.
2. I have been living/'ve been living (live) in this apartment since I moved here two years ago.
3. How long have you been waiting (you/wait) in line?
4. I feel really tired. I haven't slept (not/sleep) well for several nights.
5. There's a wonderful smell in here. Have you been using (you/use) my perfume?
6. The friends have been painting (paint) the room for two days, but they have only finished/'ve only finished (only/finish) one wall.

C. Complete the questions.

0 to a doctor about his/her patients — How many patients have you seen/treated today?

1. to a pilot about his career — How long have you been flying airplanes?
2. to someone who writes books — How many books have you written?
3. to a baker making cakes — How many cakes have you made?
4. to a football player — How long have you been playing for the local team?
5. to an English student — How long have you been studying English?

MG_01_TEXT_SB_2015.indd 48 2/8/15 10:14 PM

D. Read the texts. Find the text that most closely represents your view. Who do you think wrote the texts? Are they older adults, teenagers, or children? How do you know? Point to clues in the texts that justify your answer.

The computer and the Internet. Good or bad?

Have we become dependent on computers and the Internet?

´ Thread Started on Sept 2, 2010, 4:55 PM ´

Computers have become an integral part of our lives. They make day to day tasks easier and save time. Does that make us incapable of doing simple tasks without the aid of the computer?

Can we still use hard copies of dictionaries or books?

Can we write by hand?

I think most of us can. Not having to do things in a conventional manner allows more time for thought and creativity.

Re: Computer and the Internet. Good or bad?

´ Reply #1 on Sept 2, 2010, 5:21 PM ´

I agree that computers and the Internet are valuable tools that provide access to information quickly and efficiently. On the other hand, literacy appears to be affected in more ways than one. People don't bother to learn how to spell correctly or write by hand. They sometimes rely on the computer to correct their grammar and spelling. I know my handwriting has suffered since I started word processing.

Re: Computer and the Internet. Good or bad?

´ Reply #2 on Sept 2, 2010, 7:43 PM ´

Does it matter if we are not all adept at handwriting? At the end of the day, technology is here to stay. If computers can help us write, why should we write by hand? Isn't it better to invest that time on learning?

Re: Computer and the Internet. Good or bad?

´ Reply #3 on Sept 3, 2010, 4:01 PM ´

Learning is the big issue here. Does technology foster learning or does it provide ready data that do not promote critical thinking? And what about math? There seem to be more and more young people who are unable to calculate. They are completely dependent on computers.

Re: Computer and the Internet. Good or bad?

´ Reply #4 on Sept 3, 2010, 9:40 PM ´

The Internet has contributed greatly to learning, through the wealth of information it can provide, on a wide range of topics. In addition, it has made it possible for people to study through e-learning. In other words, the Internet has brought schools and universities to people, wherever they might be, provided that they are connected.

Re: Computer and the Internet. Good or bad?

´ Reply #5 on Sept 6, 2010, 5:12 PM ´

Our teacher says that the Internet prevents us from developing our memory, an important aspect of learning. He thinks that easy access to information prevents learning, simply because we do not have to make any effort to memorize. I don't agree. Memorizing facts is not an effective way of learning. There are a lot of people who are unable to do that, yet when you talk to them or let them present a viewpoint or solve a problem, you realize they are highly intelligent and articulate. I am getting confused. Can someone help?

E. How would you reply? Work with a partner and write a brief reply. Compare your replies in class.

1. Students in my country have been using computers for _____.
2. Write about yourself.
   (use computers) _____
   (write by hand) _____
   (use spell-check) _____
   (learn online) _____
3. Add your own ideas.

F. Which of the things mentioned in the text will people be doing in 100 years/in the future? Compare your ideas with a partner.

I think people will still be using spell-checks in 100 years.

I don't think people will use spell-checks in the future.

MG_01_TEXT_SB_2015.indd 49 2/8/15 10:14 PM

2 Reading

Before Reading

1. Look at the photo of ancient Egyptians. What do you notice about their eyes?
2. What did they use for the heavy eye make-up that is so noticeable in the wall painting?
3. What was the purpose of the make-up?

EYE MAKE-UP IN ANCIENT EGYPT

Ancient Egypt's striking eye make-up protected wearers against eye disease, according to French scientists. The make-up was concocted with a mixture of lead and lead salts and it was used to adorn the eyes and ward off evil!

Philippe Walter, who co-headed a team of scientists from the Louvre museum and the CNRS (National Center for Scientific Research, France), pointed out that this observation had been made in the past by ancient Greeks and Romans who believed that the make-up had medicinal properties, but the team wanted to determine the exact composition and how it worked.

Contrary to widely held belief that lead is harmful, the team demonstrated that in very low doses lead does not damage cells. The research was carried out with a tiny electrode, to observe the effect of Egyptian lead chloride on a single cell. It proved that lead produces a molecule that activates the immune system which in turn attacks bacteria in case of an eye infection. So, make-up was used as a disinfectant and more importantly as preventive medication.

After Reading

A. Answer the questions about the reading.

1. What was Egyptian make-up concocted with?
2. What was make-up used for in Ancient Egypt?
3. What did the Greeks and Romans believe?
4. How was the research carried out?
5. What were the findings of the research?
6. According to the text, how long have people been using make-up?

1 It was concocted with a mixture of lead and lead salts.
2 It was used to adorn the eyes and ward off evil.
3 They believed that make up had medical properties.
4 They observed the effect of lead chloride on a single cell.
5 Lead produces a molecule that activates the immune system to attack bacteria.
6 For thousands of years.

MG_01_TEXT_SB_2015.indd 50 2/8/15 10:14 PM

B. Match each word or phrase in the text with the correct definition.

1.	h	immune system
2.	i	disinfectant
3.	c	point out
4.	d	properties
5.	e	effect
6.	g	molecule
7.	j	preventive
8.	a	striking
9.	b	concoct
10.	f	cell

a. attractive in an unusual way that attracts attention

b. to make something by mixing things in liquid or powder form, which are not normally combined

c. draw attention to a new fact or one that someone had not thought of or noticed, tell someone something they didn't know or had not thought of

d. the qualities or characteristics that something, e.g. a substance or object, has

e. the way in which an event, action, or person changes/influences someone or something

f. the smallest part of a living thing

g. the smallest unit that a substance can be divided into while maintaining its chemical nature, usually consisting of two or more atoms

h. the system that the body uses to protect itself against disease or infection

i. a substance/chemical that destroys bacteria

j. intended to stop something from happening, pre-emptive

Discussion

1. Are there people in your country who use make-up for protection or medicinal purposes? What do you know about it?
2. What do people use in the desert to protect themselves during sandstorms or under the very hot sun?

3 Project

Research the history of an item that is used in the Kingdom of Saudi Arabia. Report your findings to the class. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

Name an item that is used in the Kingdom of Saudi Arabia: oil	
When was it first used in the Kingdom of Saudi Arabia?	- Discovered and first used by the Americans in commercial quantities at Dammam oil well No 7 in 1938
Who were the first people to use it?	Saudi Arabia and Americans
Why did people need to use it or to have it?	For economy: bulk exports of oil across the globe
How has it changed since it was first used?	It has improved and progressed a lot. Both for quality and distribution
Do you think people will keep on using it after 50 years?	yes because it's a necessity.

MG_01_TEXT_SB_2015.indd 51 2/8/15 10:14 PM

4 Chant Along

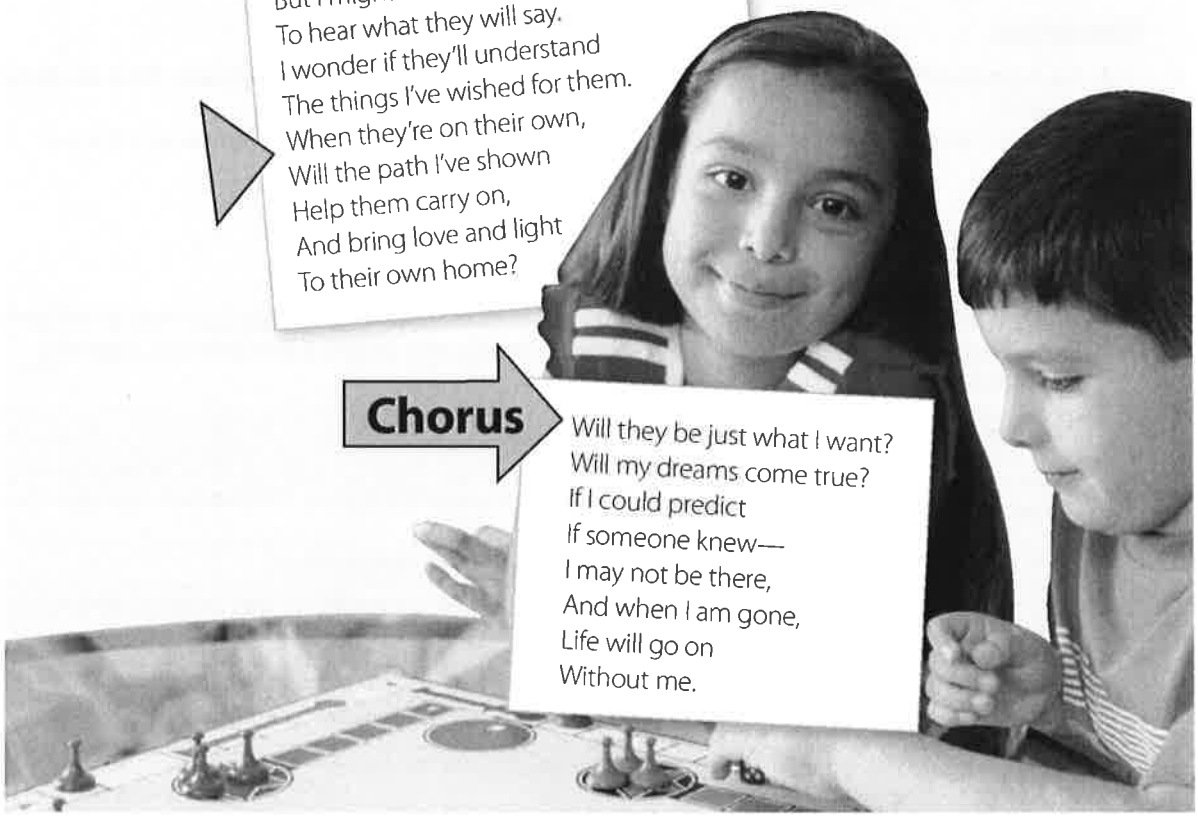
I Wonder What They'll Be

My children will be grown some day,
And I hope I'll still be here
To see what they will be.
But whatever they may do
They won't be needing me
To take them by the hand.
Hoping they'll be kind
And praying that they'll find
A castle made of stone and not of sand.

Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

My children will be grown some day,
But I might not be around
To hear what they will say.
I wonder if they'll understand
The things I've wished for them.
When they're on their own,
Will the path I've shown
Help them carry on,
And bring love and light
To their own home?



Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

MG_01_TEXT_SB_2015.indd 52 2/8/15 10:14 PM

Vocabulary

A. Match the words with the meanings as found in the chant.

1. d	grown	**a.**	a way of life
2. e	come true	**b.**	alone
3. b	on their own	**c.**	to continue
4. a	path	**d.**	adults
5. c	carry on	**e.**	to happen as predicted

B. What do you think the following expressions mean?

1. to take someone by the hand to show a person what to do or how to do something.
2. a castle made of sand something that is worthless and easily destroyed

Comprehension

Answer ***true*** or ***false*** about the chant.

1. true The chanter hopes to be alive to see what his children will be.
2. false He fears that his children won't know what to do if he dies.
3. true The chanter hopes that his dreams for his children will come true.
4. false He has wished health, wealth, and happiness for his children.
5. true The chanter hopes that his example will help his children through life.

Discussion

1. What dreams do you think your parents have for you?
2. Do you think you'll accomplish them?

5 Writing

Write what you dream of doing after you finish school. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

I finish school in 2025 (year)
I will finish University in 2029

1. What I will do: try to look for a part time job
1. Why I will do it: start saving slowly.

2. What I will do: I will be a teacher
2. Why I will do it: It has always been my dream.

MG_01_TEXT_SB_2015.indd 53 2/8/15 10:14 PM

4 The Art of Advertising

1 Listen and Discuss

1. Before you read, look at the pictures, and write as many words as you can about each.
2. Read the texts and see if you can find any of the words that you wrote for each picture.

COMPACT CARS: The Smaller, the Better

The tiny classic is back, measuring 10 feet 11 inches (335 centimeters) long, 5 feet 5 inches (165 centimeters) wide, and 4 feet 11 inches (149 centimeters) tall. The new FIAT 500 is a triumph of Italian design. Every line has been crafted to reflect the legendary original, and buyers will be offered a variety of colors and options to customize their car. The FIAT 500 two-seater was introduced in 1957, and it became an automotive legend. It featured a 13 horsepower engine and had a top speed of about 53 miles (85 kilometers) per hour.

SUITCASE: For the Price of a Car

According to *Forbes* magazine, *Henk* is the most expensive suitcase in the world. The *Henk* "friendly" suitcase was developed by a group of Dutch engineers and designers over a period of ten years. Each suitcase is made individually and is built to the individual customer's requested specifications. You may prefer to opt for one of the recommended combinations, which have been carefully selected.

FEATURES

Weight:
Lighter than any other bag. It has been designed to feel like you're pulling no more than 25 grams, even if you've packed bricks in the suitcase.

Materials:
It comes in ebony (wood) or Italian leather.

Remote Control:
The control is used to hide the wheels and to activate a locking system.

Wheels:
The wheels are made of titanium, providing the smoothest ride.

Prices:
The price can be as high as a car, ranging from $20,000 to $40,000.

MG_01_TEXT_SB_2015.indd 54 2/8/15 10:14 PM

THE FOLD-UP BIKE

It looks like an ordinary bike, but it's portable. This folding bike can easily be transported and stored when it is not in use. It can make your life easier. In contrast to the standard bike, it is much smaller and less bulky, so it can be parked and stored more readily. The fold-up bike is attractive, and it comes in a variety of styles.

About Bicycles

Bicycles were invented in France in the 1790s. The first bikes were made of wood, had a front wheel that didn't move from left to right, and didn't have pedals. In 1817, a steerable front wheel was developed by Baron Karl von Drais in Germany, and in 1839, the first pedals were introduced by Kirkpatrick MacMillan, a blacksmith from Scotland. The first bikes had large front wheels because it was believed that the bigger the front wheel, the faster the bike.

A. Vocabulary:
Car: tiny classic, new
Suitcase: most expensive, friendly, lighter than any other bag, price as high as a car.
Bike: portable, smaller, and less bulky, attractive

Quick Check ☑

A. **Vocabulary.** List the words that describe the car, the suitcase, and the bike.

B. **Comprehension.** Answer ***true*** or ***false***.

1. true The new FIAT 500 is one of the world's most compact cars.
2. false The car will be available in only one color.
3. false The *Henk* suitcase was designed in Germany.
4. true The suitcase can be made of wood.
5. true The fold-up bike isn't as bulky as an ordinary bike.
6. true The first bikes didn't have any pedals.

2 Pair Work

A. Find sentences that are facts about the four products you read about. Make questions for those facts. In pairs ask and answer the questions. See the examples below.

- What were the first bikes made of?
- They were made of wood.
- What's special about the new FIAT 500?
- Customers can choose a personalized car.
- How does the *Henk* compare with other suitcases?
- It's much lighter than other brands.

B. Choose a product that you like. Why is it special? Write down two reasons. Share them with a partner.

MG_01_TEXT_SB_2015.indd 55 2/8/15 10:14 PM

3 Grammar

The Passive

Use the passive to emphasize *what* was done instead of *who* did it.
The passive is formed by combining a form of the verb *to be* with the past participle.
A phrase with the preposition *by* can follow the passive verb to indicate the doer of the action.

Simple Present:	This car **is made** in Japan.
Simple Past:	The suitcase **was developed** in the Netherlands.
Present Perfect:	Our products **have been used** by travelers all over the world.
Future:	A clean engine **will be produced** in the future.

Comparatives and Superlatives

Adjective	Comparative Form	Superlative Form
The hydrogen car is **clean**.	It's **cleaner** than other models.	It's the **cleanest** car of all.
The bag is **expensive**.	It's **more expensive** than others.	It's the **most expensive** bag.

As ... As

Use *as ... as* to show two items are the same in some way.
The special suitcase is **as expensive as** a car.

Use *not as ... as* to show that two items are not the same in some way.
The fold-up bicycle is **not as bulky as** a regular bicycle.

Verbs *Look, Smell, Sound, Taste* with *Like* + Noun

The new compact car **looks like** a bug. That **sounds like** a good idea.

A. Change the sentences from the active voice to the passive voice.

A company in Japan makes the car. — *The car is made by a company in Japan.*
The company has opened a new factory. — *A new factory has been opened by the company.*

1. Karl Benz made the first car in 1886.
2. Companies all the over world produce cars nowadays.
3. In the future, people will drive smaller and smaller cars.
4. Cartier makes perfume, watches, and jewelry.
5. Francois Coty started the perfume industry in the late 1800s.
6. The French have produced famous perfumes for many years.
7. In the future, people will buy more and more hybrid cars.
8. In the past, many people used bikes to go to work.

1 The first car was made by Karl Benz in 1886.
2 Cars are produced by (companies) all over the world nowadays.
3 In the future, smaller and smaller cars will be driven (by people)
4 Perfume, watches, and jewelry are made by Cartier.
5 The perfume industry was started by Francois Coty in the late 1800s.
6 Famous perfumes have been produced by the French for many years.
7 In the future, more and more hybrid cars will be bought (by people).
8 In the past, bikes were used by many people to go to work.

MG_01_TEXT_SB_2015.indd 56 2/8/15 10:14 PM

B. Complete the paragraph with the passive form of the verbs in parentheses. Use the correct tense.

Perfumes are made (1. make) from flowers and many other pleasant-smelling substances. The ancient Egyptians were the first to introduce perfume into their culture, and some special perfumes actually were considered (2. consider) more precious than gold. Perfume was used (3. use) by the rulers of ancient Egypt in their tombs. For example, when the tomb of Tutankhamen was opened (4. open) in the 1920s, there was still an odor of perfume. In Rome, various scents were sprayed (5. spray) extravagantly in the famous baths and during banquets. Perfume was worn (6. wear) in Arabia, India, China, and Japan. In fact, perfume has had its popularity since ancient times, and in modern times, it is available to more and more people. The first perfume that was named (7. name) after a fashion designer was Chanel No. 5, and it was packaged (8. package) in a now-famous Art Deco bottle. It was launched (9. launch) in 1923, and so it has been enjoyed (10. enjoy) for nearly a century.

C. Complete the ads with the comparative or superlative forms of the adjectives.

The most refreshing (refreshing) fragrance for night and day.
Bliss
SPARKLE TOOTHPASTE
SPARKLE makes your teeth cleaner (clean) and brighter (bright) than ever.
Homemade Pet Foods
Your parrot or cat will be and look healthier (healthy) when it eats this food.
FINGER-TIP
FINGER-TIP, the most reliable (reliable) of all wireless hand-held devices. It was designed for mobility and efficiency.
Options

D. In your opinion, which is the best ad in excercise **C**? Compare your ideas with a partner.

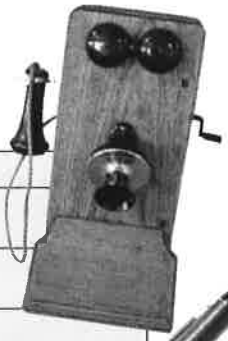
E. Use the correct verb: ***look, smell, sound,*** or ***taste.***

1. This new doorbell sounds/looks just like a parrot.
2. You look like a business man with that new haircut.
3. I like this new fragrance. It smells like roses.
4. This restaurant food doesn't taste like home cooking, but it's OK.
5. You sound just like my father and mother, but thanks for the advice, anyway.
6. The twins look just like their mother, don't you think?

MG_01_TEXT_SB_2015.indd 57 2/8/15 10:14 PM

4 Language in Context

How good is your general knowledge? Choose the correct answer. Then check the answers at the bottom of the page. How many points did you get?



1. Ice cream was invented d	**a.** Hassan Kamel Al-Sabbah in 1930.
2. The first "camera obscura" was devised g	**b.** by Ibn Sina (980-1037), a Muslim philosopher, physician and scientist.
3. Surgical instruments that are still being used were devised e	**c.** made in 1440.
4. The original solar cell was invented and tested by g	**d.** by the Chinese 4,000 years ago.
5. The law of gravity was discovered i	**e.** in the 10th century by Al-Zahrawi, a Muslim surgeon.
6. Radioactivity was discovered h	**f.** by a Hungarian, Ladislas Biro.
7. The telephone was invented j	**g.** by Ibn Al Haytham.
8. The first printing press was c	**h.** by Marie Curie in 1903.
9. The ballpoint pen was made famous f	**i.** by Isaac Newton.
10. "The Book of Healing and The Canon of Medicine" was authored b	**j.** by Alexander Graham Bell in 1876.
Points 9–10 **Excellent**, 6–8 **Good**, 4–5 **Not bad**, 0–3 **Weak**	

5 Listening

Listen to the ads and match.

1. b Sunray	**a.** an effective pain killer
2. d Sparkle	**b.** a lotion used to protect your skin
3. a NoAche	**c.** a soap that removes dirt and leaves a nice fragrance
4. c Spotless	**d.** a soft drink that provides a lot of energy

6 Pronunciation

Read the text about advertising. Find examples of consonant + vowel and consonant + consonant and practice reading them aloud.

Consonant + Vowel	Consonant + Consonant
the best ice cream	the cleanest (t)eeth
the most expensive bag	in contrast (t)o the standard bike
It was introduced in 1957.	a specially designed (d)olphin food

7 About You

In pairs, ask and answer the questions. Then switch roles.

1. Are you influenced by advertising? Think of a product that you bought because of an ad. What factors influenced your decision?
2. What is false advertising? Can you give examples of it?
3. What items shouldn't be advertised? Why not?
4. Do you think advertising standards should be stricter?
5. To what extent do you think ads influence children and teens, and people in general?

Answers: 1. d, 2. g, 3. e, 4. a, 5. i, 6. h, 7. j, 8. c, 9. f, 10. b

MG_01_TEXT_SB_2015.indd 58 2/8/15 10:14 PM

8 Conversation

Find and underline examples of consonant + vowel and consonant + consonant and practice reading the conversation in pairs.

Adnan: Hi, Omar. What are you up to?
Omar: I'm turning off my alarm.
Adnan: What on earth is that?
Omar: It's the new flying helicopter alarm. It runs on rechargeable batteries! It's the best alarm clock I've ever had.
Adnan: How does it work?
Omar: You see, the top part, in other words the flying part, is placed on a base. The alarm is set and when it goes off the top part flies off the base. It is made to fly in order to make you get up, catch it, and put it back on its base.
Adnan: And why is it here?
Omar: Well, you know how it is when you have a lot to do at work and you also have to attend meetings. I don't have an assistant so if I am working on an important project I forget. The flying alarm can solve the problem. I set it in time for any meeting or conference that I have and I don't have to worry. What do you think?

Your Ending

What do you think Adnan answers?

1. What a great idea for heavy sleepers!
2. What a crazy idea! If you don't hear it, it goes on flying.
3. What does the boss have to say about this?
4. Your idea: _____

Real Talk

What are you up to? = What are you doing now?
What on earth...? = expression to show surprise when asking a question

About the Conversation

In your own words, explain how the flying helicopter alarm works.
The flying helicopter alarm is placed on a base. When it goes off it flies so you have to get up and catch it.

Your Turn

Describe to your partner some unusual new gadgets you have seen or read about. First complete the organizer with the necessary information. Your partner expresses disbelief using the following expressions: ***It is awesome/incredible, I've never seen anything like it*** and ***It makes you wonder.***

What the gadget is called	What the gadget looks like	How the gadget works
Wifi Connected Pitcher	-Looks like an actual/ ordinary pitcher at home.	Works like any other, only it can sense when its current purification filter has outlived its usefulness.

MG_01_TEXT_SB_2015.indd 59 2/8/15 10:14 PM

9 Reading

Before Reading

1. What words do you think of when your read the words "credit card"?
2. Read the text and write sentences to show the history of the credit card. Use the timeline below.

The World of Plastic

1 Can you imagine a world without credit cards? Until the 1950s, a world without the use of cash was simply inconceivable. Today an economic universe without plastic would be impractical. Whether it's for business or for leisure, the credit card is used to pay for goods and services from New York to Beijing.

2 It all started in 1949 when Frank McNamara scheduled a business dinner in a New York restaurant. Before he left for the dinner, Frank changed suits. When the waiter presented the check, Frank realized that he had left his wallet in the other suit. The embarrassing situation was solved, but that night Frank asked himself: "Why should people be limited to spending what they are carrying in cash, instead of being able to spend what they can afford?" A year later, Frank returned to the same restaurant in New York. When the check came, Frank handed the waiter a small cardboard card, a Diner's Club Card, and signed for the meal. This event is known in the credit card industry as the "First Supper." Soon the concept of "charging it" was picked up by merchants as an alternative form of payment to the use of cash. By 1952, the Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.

3 The Diner's Club Card soon became a cultural icon. Hollywood cashed in on the "charge-it craze" with the 1962 movie, *The Man from the Diner's Club*. In it, an employee at Diner's Club issues a credit card to a well-known gangster and has to get it back in order to keep his job. The Ideal Toy Corporation joined in the trend when it created a board game called the *Diner's Club Game*. The idea of the credit card quickly expanded outside the United States. The Diner's Club Card became the first international charge card in 1952 with franchises in Canada, France, and Cuba. In 1955, Western Airlines became the first airline to accept the Diner's Club Card. Ten years later, the card was accepted by every airline in the United States. Diner's Club expanded its services to hotels, car rentals, and other businesses.

4 Other famous international credit cards have been created such as American Express, Visa, and MasterCard. There are hundreds of local bank cards, department store credit cards, supermarket credit cards, and so forth around the world.

5 In 1984, the first card members rewards program was created, aimed mostly at business travelers. It gave valuable benefits and special privileges to loyal users. Now many reward programs offer free airline miles and discounts on hotels and other products.

6 Ever since a businessman forgot his cash in 1949, people have used credit cards. An entirely new business was created that revolutionized the way the world has paid for goods and services ever since.

1949 — 1950 — 1952

1949: People have used credit cards

1949: Frank couldn't pay for dinner because he forgot his wallet

1950: A world with the use of cash was simply inconceivable. Whether for business or for leisure, the credit card is used to pay for goods and services from New York to Beijing.

1952: The Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.

: The Diner's Club Card became the first international charge card with franchise in Canada, France and Cuba.

MG_01_TEXT_SB_2015.indd 60 2/8/15 10:14 PM

After Reading

A. Choose the correct meaning of each word.

1. inconceivable (paragraph 1)			
a. cannot have children	(b.) impossible to imagine	**c.** uncreative
2. impractical (paragraph 1)			
(a.) not convenient	**b.** not usual	**c.** out of practice
3. limited (paragraph 2)			
a. small company	(b.) kept within a boundary	**c.** disabled
4. status symbol (paragraph 2)			
a. belonging to the state	**b.** brand name	(c.) sign of high social standing
5. cash in (paragraph 3)			
(a.) to make money from	**b.** use a cash machine	**c.** to invest
6. franchise (paragraph 3)			
a. a French product	**b.** a big corporation	(c.) branch of a company
7. revolutionize (paragraph 6)			
(a.) greatly change	**b.** protest strongly	**c.** turn back

B. With the help of a dictionary, write down three words that start with the following prefixes, meaning "not":

in-: inappropriate, inaccurate, inadequate

im-: impolite, impatient, impossible

C. Answers:

1 Since the 1950's

2 He didn't have enough money to pay for a business dinner.

3 He thought people should be able to spend what they could afford, not only what they are carrying in cash.

4 "charging it"

5 Hollywood made a film about it, and a board game called Diner's Club was created.

6 It became a status symbol.

7 It started for use in restaurants and then expanded to other businesses and to other countries.

C. Answer the questions about the reading.

1. How long have credit cards been available?
2. Why was Frank McNamara embarrassed?
3. What did McNamara think was a silly restriction?
4. What phrase was used to describe the use of credit cards, in contrast to the phrase "paying in cash"?
5. What shows that the Diner's Club card was becoming popular?
6. What did the credit card represent to people who possessed one?
7. How did the use of credit cards expand?

Discussion

What do you think the world would be like without credit cards?

MG_01_TEXT_SB_2015.indd 61 2/8/15 10:14 PM

10 Writing

A. Consider the following questions and discuss your ideas with a partner.

1. Do you have a cell phone? What do you use it for?
2. What type/brand of cell phone do you like? Why?
3. How would life be different if there were no cell phones?

B. Read "The Invention of The Cell Phone" and complete the timeline.

1. Write all the dates/years along the line in chronological order.
2. Make notes about what happened on each date.

Michael Faraday, research on electricity in space

1843 Michael Faraday researched whether space could conduct electricity. -His work had a substantial effect on the development of cellular phones

1865 Dr. Mahlon Loomis, a dentist, was the first person to communicate through the wireless atmosphere

1973 Dr. Martin Cooper is considered to be the inventor of the first portable cellular phone. He was the first person to use a cellular phone

The Invention of the Cell Phone

The history of the cell phone goes back to Michael Faraday who researched into whether space could conduct electricity, in 1843. His work had a substantial effect on the development of cellular phones. Dr. Mahlon Loomis, a dentist, was the first person to communicate through the wireless atmosphere in 1865. He developed a method of transmitting and receiving messages through the atmosphere.

Dr. Martin Cooper is considered to be the inventor of the first portable cellular phone. He was the first person to use a cellular phone in 1973.

Cell phones went public in 1977 with trial testing in Chicago and eventually other cities in the US. As the cell phone became more popular, it drew the interest of large companies and was introduced in more places around the world.

The Cellular Technology Industry Association (CTIA), developed in 1988, set goals and standards for cellular phone providers.

In spite of consumer demand, it took cellular phone service nearly 40 years to become commercially accessible. It has now become one of the largest industries internationally with billions of users.

MG_01_TEXT_SB_2015.indd 62 2/8/15 10:14 PM

C. Choose a product and find out as much as you can about it. Put the information on a timeline. Use the information to write about the product's history.

Year / Date	What happened
1936	The First Programmable computer came into play
1947	The transistor, invented by Bell Telephone Company. It was a computer itself but it was a vital computer component.
1953 - The IBM	International Business Machine came out with their first computer machine.
1955 - The First Bank Computers	were invented. They used MICR magnetic ink character recognition to read cheques.
1958 - The Computer chip	Jacky Kilby and Robert Noyce invented the integrated circuit better known as the computer chip
1962 - Video games	- Space war games invented the first computer video games.
1963 The Mouse	is invented by Douglas Engelbart. He called it the mouse because the cord came out the back like a tail.
1969 The First Internet	was called ARPANET. The original internet wasn't used very widely because not many people had access to it.
1974 - 1977 The First	personal computers IBM and Apple were just a couple of the brands that put out the first personal computers.
1975 Microsoft is born	- Bill Gates worked with Paul Allen to develop BASIC for the Altair 8800.
1989 Microsoft expands,	microsoft made a program that was compatible with IBM computers. This let more people come into contact with the now well-known program.
1991 The Internet	as we know it. Tim Berners Less came up with the World Wide Web. He started a computer revolution.
1991 The Laptops	come into play. The first laptop computer the Power Book 100 came out. There were other portable computers before this but they were very clunky and expensive.
1996 World Wide	Convention - The First internet convention was held.
1996 Mini Computers.	Nokia introduced a phone that had internet capabilities. This started a revolution of devices that were small/portable.

Writing Corner

When you write about a product/invention you need to:

- **Look up sources, e.g. the Internet, articles, advertisements, manuals, and collect data about the product/invention/gadget and its history.**
- **Make sure you have the right information about key people and/or organizations.**
- **Select the information that you think will interest your readers most.**
- **Decide on the key stages you want to focus on. For example, cars have gone through multiple stages of development but you might choose to focus on 4 or 5 stages that you think affected development greatly.**
- **Organize facts/events in chronological order, that is, in the order they happened.**

1. **Now look at the text about the cell phone on page 62 and identify:**
   Facts/events and how they are organized: _____
   Stages of development/number of stages: _____
   People/organizations involved: _____
2. **Is the writer presenting the information in the text to people who are familiar with cell phones? How do you know?**

MG_01_TEXT_SB_2015.indd 63 2/8/15 10:14 PM

11 Form, Meaning and Function

Demonstrative Pronouns

Singular	Plural	
this	**these**	Use *this/these* for things near you.
that	**those**	Use *that/those* for things far from you.

Imperatives

Use the imperative for commands and instructions.
Say *please* to be polite.

Affirmative (+)
Sit down. / Please **sit** down.

Negative (–)
Don't sit down. / Please **don't sit** down.

Also use the imperative to give advice.

Buy those posters. They're nice. **Don't buy** that painting. It's strange.

Indefinite Articles: *a/an*

The indefinite articles *a/an* come before singular nouns.
Use *a* before words that begin with a consonant sound: **a** radio, **a** calculator, **a** painting.
Use *an* before words that begin with a vowel sound: **an** airplane, **an** English class.

FYI The vowels are **a, e, i, o, u.**

A. Work with a partner. Ask and answer about things you can see around you. Use ***this/that*** or ***these/those***.

A: What's this?
B: It's a pencil.

A: What are those?
B: They're keys.

B. Write your own advertising slogans. Turn the sentences into imperatives. Use your own ideas.

! You should clean your teeth with Sparkle toothpaste. It will make your smile very bright.
Clean your teeth with Sparkle toothpaste for the brightest smile!

1. You must buy the new model of that tablet. It's light and very fast.
Buy the latest tablet that's handy and quick!
2. When you spray this perfume Bliss, you will feel fresh and fragrant.
Refresh with Bliss perfume to stay fresh and fragrant all day!
3. If you want your pet to stay healthy, you should try Pet Foods. Your pet will be happy.
Keep your pet healthy and happy with Pet Foods!

MG_01_TEXT_SB_2015.indd 64 2/8/15 10:14 PM

Possessive Adjectives

It's	**my** / **your** / **his** / **her** / **our** / **their**	cell phone.

Possessive Pronouns

It's	**mine.** / **yours.** / **his.** / **hers.** / **ours.** / **theirs.**

Question Word: *Whose*

Q: Whose credit card is this?

A: It's mine. It belongs to me.

Q: Whose shopping bags are these?

A: They're hers. They belong to that lady.

Pronoun: *One/Ones*

Q: Which coat do you like?

A: The green **one**.

Q: Which boots do you prefer?

A: The leather **ones**.

Quantitative: *Too, Enough*

This jacket is **too** small for me, and the shoes are **too** big.

The jacket is **not** big **enough** for me, and the shoes are **not** small **enough**.

C. Complete the conversation. Choose the correct words.

Mom: Which socks are (1. **your / yours**)?

Hameed: The black (2. **one / ones**). The red ones aren't (3. **my / mine**). I think they're Ali's. They're (4. **his / him**) size.

Mom: Is this (5. **your / yours**) hat?

Hammed: No. That's (6. **too/ enough**) small for me. (7. **My / Mine**) is the blue one.

Mom: (8. **Whose / Who**) backpack is this?

Hammed: Which (9. **one / ones**)? Let me see …

Mom: The blue (10. **ones / one**). And this football kit … (11. **Whose / Who**) does this belong to? It's (12. **too / enough**) clean to be Ali's.

Hammed: That's (13. **mine / my**) football kit. I missed training on Saturday. Have you seen (14. **my /mine**) football boots?

Mom: Perhaps if you tidy up you might be able to find them yourself!

D. Look around your classroom. Work with a partner. Write a conversation similar to the one in exercise **C**. Role-play your conversation for your classmates.

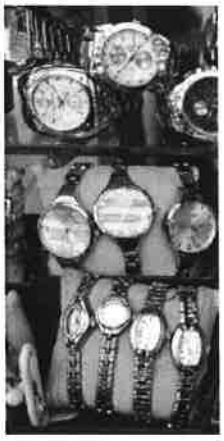
MG_01_TEXT_SB_2015.indd 65 2/8/15 10:14 PM

12 Project

1. Work in groups. Choose a Saudi product to advertise internationally.
2. Use the organizer to make notes. Then use it to write a description of the product for a website or catalogue advertisement. Use other advertisements in the unit as examples.
3. Find photos for your advertisement and present it in class. Choose the best advertisement.
4. Modify your advertisement so it can be used for a television commercial. Film or demonstrate in class.

Slogan

Product you want to advertise



Interesting words about it	How it is better than other products

MG_01_TEXT_SB_2015.indd 66 2/8/15 10:14 PM

13 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about commercials, ads, and product history			
describe products			
make comparisons			
use the passive			
use comparatives and superlatives			
use *as...as*			
use the verbs *look, smell, sound,* and *taste* with *like* + noun			
use indefinite articles: *a/an*			
use possessive adjectives and pronouns			
ask questions with *Whose*			
use *one/ones* and *too/enough*			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

MG_01_TEXT_SB_2015.indd 67 2/8/15 10:14 PM

5 Did You Hurt Yourself?

1 Listen and Discuss

In which pictures did the people hurt themselves? How can they prevent that from happening? In which pictures were the people not hurt? Why weren't they hurt?

Common Accidents
Ouch! I got a shock.
So did I.
They didn't turn off the electricity, so they got a shock.
Did you hurt yourself?
No, I'm OK.
Because he was wearing a helmet and knee pads, he didn't hurt himself.
How did you cut yourself?
I tried to open the can with a knife.
If you use the wrong equipment, you might hurt yourself.
The driver wasn't injured.
Neither was his friend.
They didn't hurt themselves because they were wearing seat belts.

MG_01_TEXT_SB_2015.indd 68 2/8/15 10:14 PM

The Most Common Causes of Automobile Crashes

An average of 17 Saudi Arabian residents die on the country's roads each day, according to a report by the Saudi General Directorate of Traffic. Approximately 1.2 million people die each year on the world's roads, and that number is expected to rise by 65 percent by the year 2020.

1. **Distracted Drivers:** Many accidents occur when drivers don't pay attention and take their eyes off the road. Many occur when drivers are talking on their cell phones, adjusting the radio or CD player, or reading maps or even newspapers or other documents.
2. **Driver Fatigue:** Drowsy and tired drivers are a danger. They may misjudge traffic situations, fall asleep at the wheel, or go off the road. The most common time to encounter tired drivers is between 11 P.M. and 8 A.M.
3. **Speeding:** Speeding increases the risk of crashing, reduces the amount of time necessary to avoid a crash, and makes the crash more severe if it occurs.
4. **Aggressive Driving:** Here are some characteristics of aggressive drivers: They ignore the safety of others and take risks, such as by tailgating (driving too close to the driver in front), using rude gestures or verbal abuse, and not obeying traffic signs.
5. **Bad Weather:** Heavy rain, snowstorms, high winds, and fog make driving more difficult. Drivers may have trouble seeing the road clearly. Drivers should slow down, and if necessary, pull off the road until the conditions improve.

Quick Check ☑

A. Vocabulary. List the verbs that refer to injuries.

hurt, got a shock, injured, cut yourself

B. Comprehension. Answer ***true*** or ***false***.

1. true The skateboarder didn't hurt himself because he had knee pads.
2. false Neither of the people who were working on the electronic device got a shock.
3. false The people in the car were hurt.
4. true The woman cut herself trying to open a can.
5. false Most road accidents are caused by the drivers themselves.

2 Pair Work

A. Find sentences that are facts about the accidents you read about. Make questions for those facts. In pairs, ask and answer the questions. See the example below.

How did the young man hurt himself?
He fell off his skateboard.

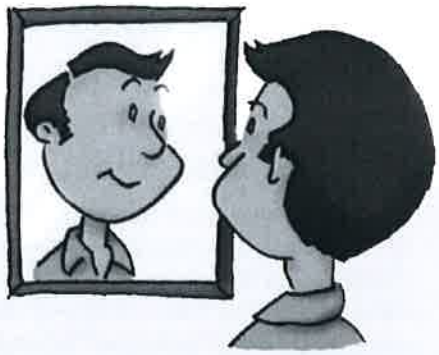
B. Share experiences about accidents.

I once slipped on a wet floor and broke my arm.
So did I.

MG_01_TEXT_SB_2015.indd 69 2/8/15 10:14 PM

3 Grammar

Read the *Most Common Causes of Automobile Crashes* again.
Find examples of: ***self/selves***; ***because/so***; ***neither/so***.
Think of how each one is used.



He likes to look at **himself** in the mirror.

Reflexive Pronouns

Use the reflexive pronoun when the subject and the object are the same person.

myself	ourselves
yourself	yourselves
himself/herself/itself	themselves

Note: You can also use the reflexive pronoun to say that you did something without anyone's help: I fixed the hair dryer **myself**.

Because versus *So*

The subordinate conjunction *because* introduces a reason—it tells why.
The conjunction *so* introduces a consequence or a result.

Most accidents happen **because** people don't pay attention.
He didn't turn off the electricity, **so** he got a shock.

So and *Neither*

So... and *Neither* both show agreement with the speaker.
So... shows agreement with an affirmative statement.
Neither... shows agreement with a negative statement.

A: I'm a careful driver.
B: **So** am I.

A: I hurt myself all the time.
B: **So** do I.

A: I burned myself on the stove.
B: **So** did I.

A: I've been in one car accident in my life.
B: **So** have I.

A: I'm not an aggressive driver.
B: **Neither** am I.

A: I very seldom cut myself.
B: **Neither** do I.

A: I didn't slip on the wet floor.
B: **Neither** did I.

A: I've never broken an arm or leg.
B: **Neither** have I.

A. Complete the sentences with the correct reflexive pronouns.

1. Sarah cut herself while she was peeling potatoes.
2. The instructions on the box say: "Do it yourself."
3. I burned myself when I was making fries.
4. My grandfather slipped on a rug and hurt himself.
5. The people injured themselves when they were escaping from the bull.
6. We were interviewed for a TV show, and last night we saw ourselves on Channel 9.

MG_01_TEXT_SB_2015.indd 70 2/8/15 10:14 PM

1 The floor was wet, so Ahmed slipped and fell.
Ahmed slipped and fell because the floor was wet.

2 Julian wasn't wearing a seat belt, so he hit his head on the windshield.
Julian hit his head on the windshield because he wasn't wearing a seat belt.

3 The child put his finger in a socket, so he got an electric shock.
The child got an electric shock because he put his finger in the socket.

4 There wasn't any water to put out the fire, so we had to use sand.
We had to use sand because there wasn't any water to put out the fire.

5 Abdulah was riding too fast, so he fell off his bike.
Abdulah fell off his bike because he was riding too fast.

6 I didn't read the "Wet Paint" sign, so I my hands all blue.
I got my hands all blue because I didn't read the "Wet Paint" sign.

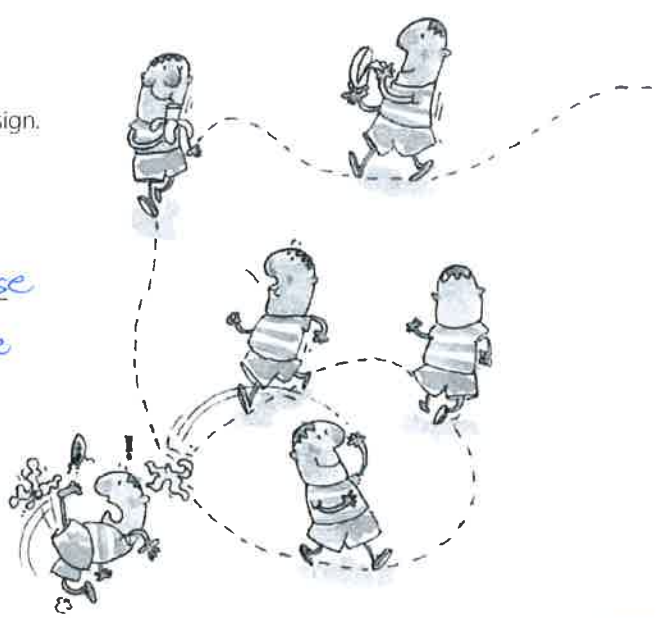
B. Join the sentences with ***so*** and ***because***.

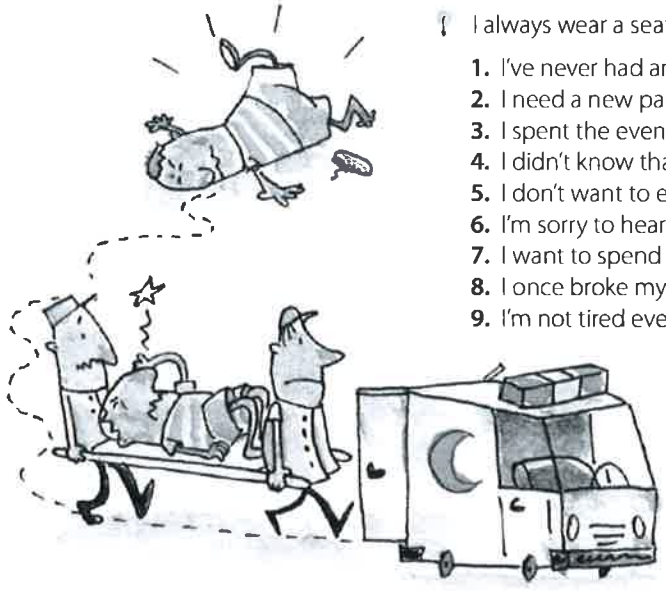
Jake burned his arm. He went to the emergency room.
Jake burned his arm, so he went to the emergency room.
Jake went to the emergency room because he burned his arm.

1. The floor was wet. Ahmed slipped and fell.
2. Julian wasn't wearing a seat belt. He hit his head on the windshield.
3. The child got an electric shock. The child put his finger in the socket.
4. There wasn't any water to put out the fire. We had to use sand.
5. Abdullah fell off his bike. He was riding too fast.
6. I got my hands all blue. I didn't read the "Wet Paint" sign.

C. Complete the sentences with ***so*** or ***because***.

1. I didn't want to wake up late, ___so___ I used two alarm clocks.
2. Jerry called the Saudi emergency number ___because___ there was an emergency.
3. I put my hand under cold running water ___because___ I burned myself.
4. More people turned up than I expected, ___so___ I cooked more food.
5. The mosquitoes didn't bite me ___because___ I had put on this repellent.
6. There were a lot of accidents at the intersection, ___so___ they installed traffic lights.





D. Show agreement with the following statements.

I always wear a seat belt in the car. — *So do I.*

1. I've never had an accident. — Neither have I.
2. I need a new pair of sneakers. — So do I.
3. I spent the evening watching TV. — So did I.
4. I didn't know that Ibrahim was in the hospital. — Neither did I.
5. I don't want to eat a lot of sugar. — Neither do I.
6. I'm sorry to hear that Ali is moving. — So am I.
7. I want to spend my vacation at the beach. — So do I.
8. I once broke my arm. — So did I.
9. I'm not tired even though it's midnight. — Neither am I.

MG_01_TEXT_SB_2015.indd 71 2/8/15 10:14 PM

4 Language in Context

Match the words with the pictures. Then make sentences to describe the pictures.

1. b sprain/ankle
2. c poke/eye
3. f fracture/arm
4. d burn/hand
5. a cut/finger
6. e break/nose

5 Listening

Listen to the child psychologist talk about household dangers for children.
Mark the items he mentions.

pills	✓	matches		sockets	✓	refrigerator		hot liquids		bathroom	
knives		stove	✓	doors		pots and pans	✓	windows	✓	superheroes	✓

6 Pronunciation

A. Listen. Note the common consonant clusters at the end of words. Then practice.

/lf/	/lt/	/nt/	/st/	/nd/
myself	result	accident	wrist	and
shelf	belt	restaurant	first	sand

B. Read the *Most Common Causes of Automobile Crashes* again. Find words that end with ***lf***, ***lt***, ***nt***, ***st***, and ***nd***. Practice reading the sentences that contain these words aloud.

7 About You

In pairs, ask and answer the questions. Then switch roles.

1. Have you ever had an accident of any kind?
2. Have you ever broken a bone or had stitches for a cut or wound?
3. Have you ever burned yourself? How did you do it?
4. Do you think some people have more accidents than others?
5. What are the most common kinds of accidents among people you know?

MG_01_TEXT_SB_2015.indd 72 2/8/15 10:14 PM

8 Conversation

Read the conversation. Find words that end with ***lf***, ***lt***, ***nt***, ***st***, and ***nd***.
Practice reading the conversation in pairs.

Samir: So, how did you hurt yourself?
Jasem: I fell off my bike.
Samir: Really? So did I. My motorcycle skidded on a patch of oil on the road, and I crashed into a car. The last thing I remember was flying through the air and hitting the windshield. I woke up in the hospital.
Jasem: Were you wearing a helmet?
Samir: Yes, luckily I was. That's what probably saved my life. How about you?
Jasem: I was cycling in the park, so I didn't think I'd need a helmet. I don't like wearing helmets—they're uncomfortable and unattractive. This squirrel came out of nowhere. I swerved, lost my balance, and hit a tree. I got off lightly—only a few bruises and a bump on my head.
Samir: It was your lucky day!
Jasem: Yeah. That's too bad you broke both legs. You're going to be stuck in that wheelchair for a while, I guess.
Samir: Look at it this way—if I broke only one leg, there might not be enough room for all my friends to write their names on the cast. Hey, would you like to sign your name?

Real Talk

lucky day = a day of good fortune
stuck in = caught and unable to move out
I guess = expression to show that you're not totally sure about a statement
Look at it this way = There's a different way to think about something

About the Conversation

1. How did Samir hurt himself?
2. Why was he lucky?
3. How did Jasem hurt himself?
4. Why is he sorry for Samir?
5. What does Samir say about the casts on his legs?

1 Samir's motorcycle skidded on a patch of oil, and it crashed into a car
2 He was lucky because he was wearing a helmet, and it probably saved his life.
3 Jasem was cycling in the park. A squirrel ran in front of him, so he swerved to avoid it and hit a tree.
4 Jasem is sorry for Samir because he is going to be stuck in a wheelchair for a while.
5 He says that with two casts he has enough room for all his friends to write their names on his casts.

Your Turn

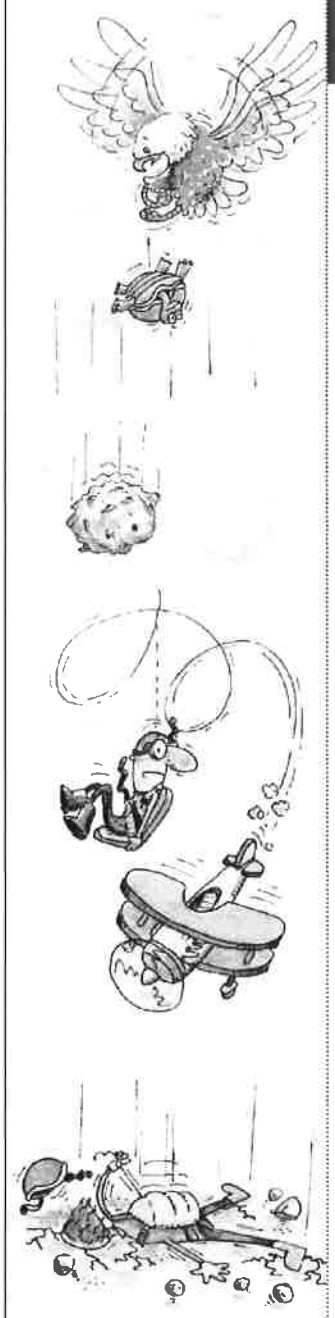
Read the conversation again. Imagine you are Samir or Jasem. Describe your accident to a friend.

MG_01_TEXT_SB_2015.indd 73 2/8/15 10:14 PM

9 Reading

Before Reading

Read the events. For each event, write one sentence that describes the happy or unhappy ending that the people had.



Unusual Accidents and Deaths

Many people are interested in stories of unusual accidents—some of these stories have happy endings, but some, unfortunately, have unhappy ones.

Unhappy Endings

According to the legend, the ancient Greek playwright Aeschylus was killed when an eagle dropped a tortoise on his head. The bird was trying to break the tortoise's shell on a rock in order to eat it. Aeschylus was bald, and the eagle thought the unfortunate man's head was a good rock on which it could break the shell.

An eight-foot tall ostrich was seen weaving through heavy traffic on a Saudi Arabian highway, near Abha. One of the drivers filmed the scene and uploaded it on the internet. No one tried to stop and catch the 180-kg bird that was taller than humans and ran at almost 70 km per hour. It had probably escaped from a farm and ran into heavy traffic instead of the wild.

Some people worry about being hit from things falling from outer space. There is only one person in all recorded history who has been killed by a meteorite—Manfredo Settala. The tragedy happened in 1680.

Ahmad Ali lost his eight-year-old son in a drowning accident at a friend's house. His son had been invited to join other children at a friend's house to play and swim in the pool. According to the invitation a lifeguard was going to be present. The young boy was really excited and begged his father to let him go. So, Ahmad Ali picked him up from school and drove him to his friend's house before 1:00 p.m. That was the last time he saw him alive.

Happy Endings

A German soldier was riding in the back seat of a World War I plane when the engine stalled as a result of an unusual gust of wind. He fell out of his seat while the plane was high above the ground. As he was falling, the plane's engine started again, and he landed back in his own seat. The pilot was then able to land the plane safely.

Bob Hail jumped out of an airplane in November 1972, but his main parachute failed to open. His backup parachute also failed. Bob dropped about 3,000 feet (900 meters) at 80 miles (128 km) per hour and hit the ground face first. After a moment, he got up and walked away with only minor injuries. It was an amazing escape.

In September 2007, Phil Lamattina escaped death when he was driving at over 300 miles (500 km) per hour in a drag race in Brisbane, Australia. Phil was racing down the track when his car became airborne, split in two, and burst into a fireball. He was knocked out, but he survived. Although he was in the midst of the ball of fire, Phil was burned only on the tip of his finger. When his brothers later showed him the video of the accident, Phil couldn't believe he was watching himself—and that he had such a lucky escape.

Railroad worker Phineas P. Gage was working with some dynamite when it exploded unexpectedly. A bar that was 3 feet (1 meter) long and that weighed 13 pounds (6 kg) went clear through his head. He remained conscious, but was unable to see out of his left eye. After a while, his sight returned, and he fully recovered.

MG_01_TEXT_SB_2015.indd 74 2/8/15 10:14 PM

After Reading

A. Match the words with the meanings.

1.	d	bald	**a.** to explode
2.	e	to challenge	**b.** to throw with great force
3.	f	to weave through	**c.** to get better
4.	b	to hurl	**d.** having no hair on the head
5.	a	to burst	**e.** to contest or fight against
6.	c	to recover	**f.** to move through something by turning and avoiding

B. Complete the sentences about the reading.

1. The eagle dropped the tortoise on Aeschylus's head, and so Aeschylus was killed.
2. The ostrich in the traffic had probably escaped you will get hurt/should protect your head.
3. Ahmad Ali agreed to take his son to his friend's house because many children were invited and a lifeguard was going to be present.
4. Although Bob Hail had a backup parachute, it didn't open.
5. When Phil saw the pictures of himself on the video, he couldn't believe he survived.

Discussion

In groups, ask and answer the questions below. Agree or disagree with your group.

1. Which incident in the article do you think is the strangest or the most interesting? Why?
2. Where do ostriches normally live? Why do you think this ostrich escaped? How did people react to the scene?
3. Do you know anyone who avoided a bad accident? What happened?
4. Why do you think people are so interested in stories about other people's disasters?
5. Why do you think people risk their lives in dangerous sports like drag racing, Formula One racing, skydiving, and so on?

MG_01_TEXT_SB_2015.indd 75 2/8/15 10:14 PM

10 Writing

A. Consider the following questions and discuss with a partner.

1. How many people drive in your family? How do you feel about driving?
2. What kind of car would you like to drive? Why?
3. Which age group causes more accidents: teenagers, people over 25, people over 60? Why?

B. Read the text and highlight the words and/or phrases that give information about:

THE ACCIDENT

What happened: car crashed into us/threw us into telephone pole/hit my face on dashboard
When it happened: morning
Where it happened: on the way to school
How it happened: speeding car didn't stop at the intersection/crashed into us
Who caused it: driver of the other car
Who it happened to: The writer and his brother
Why it happened: The other driver was 90 years old.

Write the words and/or phrases next to the headings.
Now cover the text and use your notes to summarize the accident in your own words.
Use *so, because* and *although* to connect your ideas. For example:
Although he was wearing his seatbelt, he still hit his head.

THE ACCIDENT

It was morning and my older brother was driving me to school. Suddenly, a speeding car crashed into us at an intersection and threw us into a telephone pole. I was, fortunately, wearing my seatbelt but I still managed to hit my face on the dashboard.

I was unconscious for some time and woke up as I was taken out of the car and put into an ambulance. The driver of the car that hit us was also in the ambulance. I heard him say he was 90 years old. I was 15, scared to death and likely to end up with a scarred face for life. I started yelling "Please stop driving! Stop driving!" I could not stop.

I don't know what happened to the man, I never saw him again.

I was released from hospital two weeks later. Since then I have always been a cautious driver and advised others to be careful.

MG_01_TEXT_SB_2015.indd 76 2/8/15 10:14 PM

C. Have you ever seen an accident? Have you recently heard or read about an accident? Write a short account of the event.

1. Complete the organizer with as much information as possible in note-form.
2. Write as many words and/or phrases as you can to describe the experience or the event.
3. Use your notes in the organizer to write an account of the accident.

How it happened
The bus ran off the road

The accident
The bus tipped over. Two people died. Eight people were hurt.

When it happened	Where it happened	Why it happened	Who it happened to
On a fine day	On a narrow road that isn't wide	The bus driver was going too fast	The passengers
Words that give more details about the time	**Words that give more details about the place**	**Words that give more details about the reason**	**Words that give more details about the people**
On a fine day at around 10 am in the morning.	The road is a two-lane. It is a narrow road. It isn't wide. The road is not straight, it bends and curves a lot. The road looks like a snake	The speed limit is 25 mph. The bus was going 50 mph. The bus ran into a guard. Then the bus tipped over.	Passengers fell down and fell on other passengers. Luggage flew in the air and hit people. Windows and wind-shield broke. Bodies were everywhere. The ambulance came, they took people to the hospital. Police was there as well and took the driver to jail.

Writing Corner

When you write an account of an accident and refer to an incident as an eye witness or as a participant:

- Focus on **important facts or details,** not everything.
- Do **not** use **very long**, complicated **sentences.**
- **Connect** events and reasons or causes when necessary, using: *so*, *because*, *although*, etc.
- **Help** your reader **visualize** a mental picture of the scene(s).

Now look at the text about the accident on page 76. How is it organized? What did you think of it? Why?

MG_01_TEXT_SB_2015.indd 77 2/8/15 10:14 PM

11 Form, Meaning and Function

Modal Auxiliaries

Use *must* to talk about laws and rules. Use *should* to give advice.

You **must** stop at the traffic lights. You **should** drive under the speed limit.
You **must not** park on the sidewalk. You **shouldn't** eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

Adverbs of Manner

Adverbs of manner are normally formed by adding *-ly* to an adjective. They express how something is done.

How did he drive? He drove **slowly**.
How did she walk? She walked **quickly**.

Adjectives that end in *l* double the *l*: careful → care**fully**

Note: Sometimes an adjective and an adverb have the same form:

He's a **fast** driver. He drives **fast**. He's a **hard** worker. He works **hard**.

The adverb form of *good* is *well*: He's a good player. He plays **well**.

A. Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.
   B: You should drop by the gas station before it totally runs out.
2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.
   B: Then you must slow down and follow the sign.
3. **A:** I'm lost. I don't know which way to go.
   B: I think we should ask for direction.
4. **A:** I need to make a phone call. Can you please hold the steering wheel?
   B: You must not use your phone while driving.
5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.
   B: You should have a mechanic check it / have it checked by a mechanic.

B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

A: Well, my son Brian drives recklessly (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

B: My son Alexander drives well (good), but he sometimes drives too fast (fast). I'm afraid he's going to have an accident one of these days.

A: Well, Brian got a ticket because he was driving too fast (fast). He had to go to a special class for people who drive dangerously (dangerous). But he still doesn't drive carefully (careful). Next time he is going to lose his license.

MG_01_TEXT_SB_2015.indd 78 2/8/15 10:14 PM

Prepositions of Place

The park is **across from** the school.

The bank is **between** the post office and the restaurant.

The pharmacy is **next to** the bookstore.

The bus stop is **on** the corner.

The museum is **near** the hotel.

The airport is **far from** town.

Note: To describe where we live, we can use the following prepositions:

I live **in** Jeddah. (*city*)

I live **on** the third floor. (*building*)

I live **on** First Avenue. (*street*)

Imperatives for Directions

Take a left. / Turn left.

Take a right. / Turn right.

Go straight.

C. Complete the conversations with the correct prepositions and imperatives.

A: Excuse me, where is the post office?

B: Go (1) straight and (2) turn left at the end of this street into Main Street. The post office is next (3) to the bookstore across (4) from the park.

A: Thank you.

A: So, what's to see in your city?

B: Why don't you visit the National Museum? It's (5) on Second Street. You can take the bus. The bus stop is (6) at the corner.

A: That's a great idea! Thanks!

A: Excuse me, can you tell me where the accounts department is?

B: Sure. (7) Go straight down this corridor and take the elevator to the third floor. The accounts department is (8) on the third floor. When you come out of the elevator (9) turn/take a right. It's at the end of that corridor (10) next to the cafeteria.

A: Thanks a lot.

MG_01_TEXT_SB_2015.indd 79 2/8/15 10:14 PM

12 Project

According to a report by the Kingdom's General Directorate of Traffic, an average of 17 Saudi Arabian residents die on the country's roads each day. A recent survey reports that there were more than 485,000 traffic accidents during 2008 and 2009.

1. Read the information in the box and find out more about road accidents in Saudi Arabia. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
2. Use the questions in the organizer to guide you. Make notes in the chart.
3. Prepare an accident prevention campaign. Think about what you are going to use such as:
   - a website
   - a blog
   - social networks
   - advertisements
   - TV commercials
   - posters
   - badges
   - lectures

   Add your own ideas.

	Questions	Your answers
1	Where do the accidents happen the most?	On busy roads in the city, at intersections, on highways
2	What kind of accidents?	Car crashes, accidents that involve pedestrians, car breakdown
3	What causes the accidents?	Reckless driving, speeding, engine failure, break failure, flat tire
4	How can these accidents be prevented?	Through more careful driving at reasonable speeds, obeying speed limits, watching out for pedestrians, stopping at intersections, servicing cars regularly.
5	What can you tell people so these accidents won't happen?	That they are endangering there own and other people's lives, a small mistaken can cause major damage, driving safely will ensure getting to their destination, driving fast won't do any good.
6	What changes should be made so that these accidents don't happen?	Speed should be monitored, speeding should be fined heavily, traffic police should run random checks of cars to make sure that they are in good working order.
7	What kind of a poster can you design to inform people about the information you collected above?	A split poster showing a bad crash in one part and children greeting their father as he gets out of his car at home in the other/A large poster that shows pedestrian about to run across a busy street with cars rushing past as someone stops them from crossing.

MG_01_TEXT_SB_2015.indd 80 2/8/15 10:14 PM

13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about accidents and accident prevention			
talk about cause and effect			
use reflexive pronouns			
use *because* versus *so*			
use *so* and *neither*			
use modal auxiliaries *must* and *should*			
use adverbs of manner			
use prepositions of place			
use imperatives for directions			

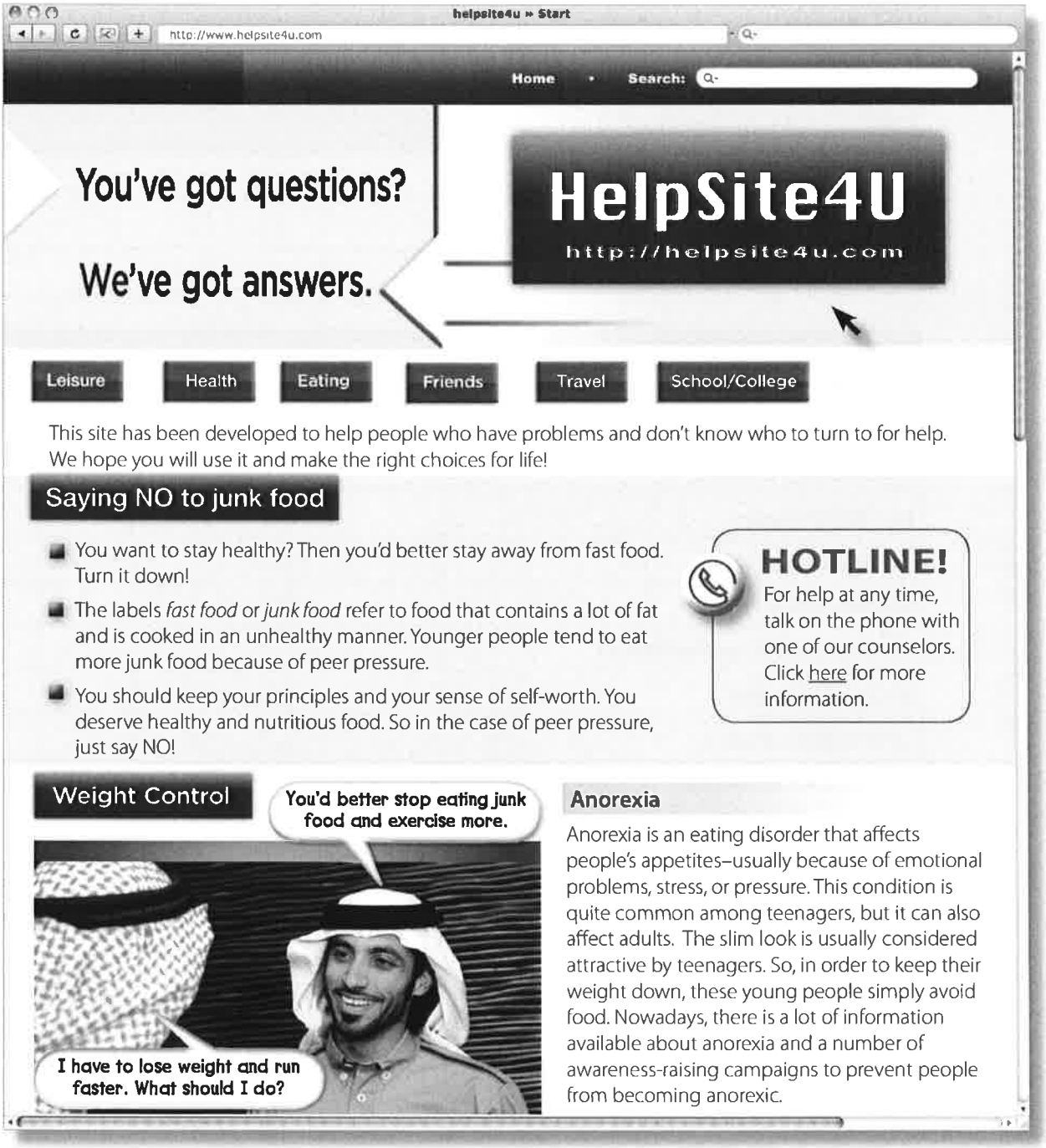
My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

MG_01_TEXT_SB_2015.indd 81 2/8/15 10:14 PM

6 Take My Advice

1 Listen and Discuss

Do you look up web sites that give advice? What do you search for?


helpsite4u » Start
http://www.helpsite4u.com
Home
Search:
You've got questions?
We've got answers.
HelpSite4U
http://helpsite4u.com
Leisure
Health
Eating
Friends
Travel
School/College
This site has been developed to help people who have problems and don't know who to turn to for help. We hope you will use it and make the right choices for life!
Saying NO to junk food
You want to stay healthy? Then you'd better stay away from fast food. Turn it down!
The labels fast food or junk food refer to food that contains a lot of fat and is cooked in an unhealthy manner. Younger people tend to eat more junk food because of peer pressure.
You should keep your principles and your sense of self-worth. You deserve healthy and nutritious food. So in the case of peer pressure, just say NO!
HOTLINE!
For help at any time, talk on the phone with one of our counselors. Click here for more information.
Weight Control
You'd better stop eating junk food and exercise more.
I have to lose weight and run faster. What should I do?
Anorexia
Anorexia is an eating disorder that affects people's appetites–usually because of emotional problems, stress, or pressure. This condition is quite common among teenagers, but it can also affect adults. The slim look is usually considered attractive by teenagers. So, in order to keep their weight down, these young people simply avoid food. Nowadays, there is a lot of information available about anorexia and a number of awareness-raising campaigns to prevent people from becoming anorexic.

MG_01_TEXT_SB_2015.indd 82 2/8/15 10:14 PM

helpsite4u » Start

http://www.helpsite4u.com

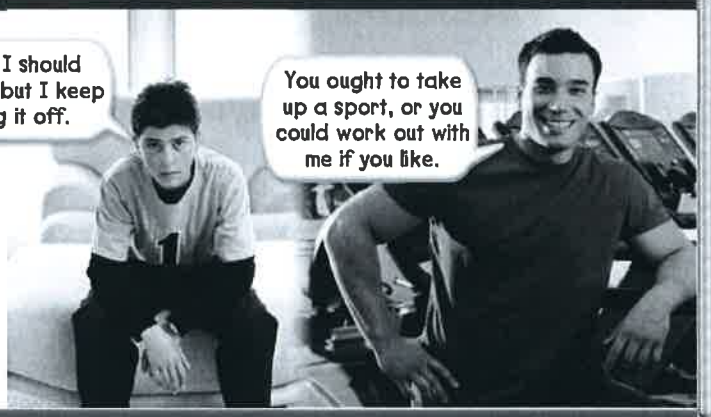
HelpSite4U

http://helpsite4u.com

Home · Menu · Search:

Keeping Fit

Fitness means "being in good physical condition—healthy and strong" and is usually associated with exercise. That is not the whole picture. In order to keep fit, you have to eat well, sleep well, and generally feel good about yourself.



Driving

Some tips on driving

- You should avoid:
  - driving too fast
  - driving through a red light
  - speaking on the phone while you are driving
  - overtaking other cars on a narrow road
  - racing
  - *drifting* on a busy road

Staying safe on the road

- You should always wear your seat belt, even for short distances.
- You ought to observe speed limits, especially when you drive through towns.
- Try to slow down at intersections even if you have right of way.
- You might check the route before you start, especially if you are going to a new place.

Quick Check ☑

A. **Vocabulary.** Underline the expressions of advice on the site. You'd better, you should, you ought to, you could, you might

B. **Comprehension.** Answer the questions about the site.

1. Who should you call in case of a problem?
2. What shouldn't young people do in order to keep slim?
3. Why do some young people avoid food?
4. What might you do in order to stay fit?
5. What should people do to stay safe on the road?

1 You should call the counselors on the website
2 You shouldn't avoid food.
3 Some young people avoid food to look attractive
4 You might take up a sport or work out.
5 They should wear their seatbelt. They should slow down on intersections.

2 Pair Work

Find facts that give advice in the HelpSite4U and make questions for them. In pairs, ask and answer the questions.

- What should I do to lose weight?
- You ought to exercise, and you shouldn't eat a lot of junk food.

- I'm feeling depressed, and I don't know what to do?
- You'd better see a psychologist or a psychiatrist.

MG_01_TEXT_SB_2015.indd 83 2/8/15 10:14 PM

3 Grammar

Modal Auxiliaries: *Should, Ought To, Might, Could*

Use *should, ought to, might,* and *could* to give advice.
Ought to is stronger than *should. Might* and *could* are less strong.

Question (?)	Affirmative (+)	Negative(–)
Should I stay, or **should** I go?	You **should** stay. You **ought to** stay. You **might** stay. You **could** stay.	You **shouldn't** go. You **ought not to** go.

Had Better

Had better is used to give advice. It's stronger than *should* and *ought to.*
Note: *had* can be contracted to *'d.*

Question (?)	Affirmative (+)	Negative(–)
Should I take this medicine?	You**'d better** take it.	You**'d better not** take it.

Two-Word- and Three-Word Verbs

The meaning of two- and three-word verbs is often very different from the words taken separately.

1. **Verb + adverb particle**

to **put** something **off** (postpone)	They **put off** the meeting until next week.
to **give** something **up** (stop doing)	He **gave up** smoking for health reasons.
to **take** something **up** (begin)	I'm going to **take up** karate.
to **throw** something **away** (discard)	Don't **throw away** your old clothes.
to **turn** something **down** (refuse)	The committee **turned down** my proposal.

2. **Verb + adverb particle + preposition**

to **get along with** someone (be friendly)	I **get along** well **with** Fatima.
to **put up with** someone or something (accept a bad situation)	My boss is difficult to **put up with**.

Pronoun objects go between the verb and particle.
I can't find my old sneakers. Did you throw **them** away?
Nouns can go between the verb and particle or after the particle.
I threw the **sneakers** away. I threw away the **sneakers**.

A. Complete the sentences using the verbs in parentheses with pronoun objects.

I took off my sneakers and *put them away* in the locker. (put away)

1. When I received the form, I *filled it out*. (fill out)
2. I finished reading the book and *took it back* to the library. (take back)
3. His hair was too long, so he *cut it off* for his passport photo. (cut off)
4. The magazines were old. That's why I *threw them away*. (throw away)
5. When you finish using the computer, please *turn it off*. (turn off)

MG_01_TEXT_SB_2015.indd 84 2/8/15 10:14 PM

B. Substitute the words in parentheses with two-word and three-word verbs.

Thank you for your offer, but I'm going to have to turn down (refuse) your help.

1. I need to clean my closet and throw away (discard) a lot of old clothes.
2. We have to put up with (tolerate) our neighbors' loud voices every night.
3. I have to finish my big report. Can we put off (postpone) our meeting for tonight?
4. Samuel wants to lose weight. He ought to take up (begin) a sport like jogging. He should also give up (stop) eating sweets.
5. I have a new person who shares my apartment. Unfortunately we don't get along (not have a good relationship). I have to put up with (accept) his messy ways.

C. Give advice. What would you say in the following situations? Share advice with a partner.

A friend is going to travel by car in a foreign country.

You ought to take a good road map.

You'd better make sure to learn the meanings of signs.

1. A friend is looking for a hobby. Where can he go to find out more about hobbies? You could go to a sport's club.
2. A friend is trying to give up smoking. You ought to get a nicotine patch.
3. A friend wants to lose weight. You'd better give up sweets. You ought to eat more vegetables.
4. A friend has very low self-esteem. You should have more confidence in yourself.
5. A friend is feeling down and depressed. You should go out and have fun. You might volunteer to help others.

D. Write sentences using ***had better***.

Laura has been sick for a couple of days.
It's time she saw a doctor. — She'd better see a doctor.

1. It's getting late.
   It's time you went home. — You'd better go home.
2. I haven't had a vacation for a long time.
   It's time I took one. — I'd better take a vacation.
3. The kids have been playing all day.
   It's time they went to bed. — They'd better go to bed.
4. Our car is really falling apart.
   It's time we bought a new one. — We'd better buy a new car.

MG_01_TEXT_SB_2015.indd 85 2/8/15 10:15 PM

4 Language in Context

- He ought to work less.
- He shouldn't work on weekends.
- He ought not to drink coffee a lot.
- He should move closer to work
- He'd better start to exercise.
- He should go out with friends more.
- He'd better take a vacation

Read about Ali's lifestyle.
Give advice to deal with his stress using ***should, ought to,*** or ***had better***.

- Works 10 hours a day in the office
- Takes work to do at home on the weekend
- Drinks a lot of coffee
- Spends an hour and a half in traffic on his commute
- Doesn't have time to exercise
- Rarely goes out with friends
- Hasn't had a vacation in two years

5 Listening

Three teenagers are talking to Dr. Wise about their problems. Complete the chart.

	Problem	Doctor's Advice
Harvey	He's gaining weight	He should change his diet and take up a sport or do some other physical activities.
Adel	He has problem with his skin	He should stop eating nuts.
Saeed	He feels weak everytime he exercises	He should start having salt in his food again.

6 Pronunciation

A. Listen. Note that the main stress is on the second part of the two-word or three-word verb. Then practice.

put off	I put **off** my new diet.
turn down	I don't want to turn **down** a friend who asks for help.
put up with	Ahmed has put **up** with the noise for a long time. Now he has had enough.

B. Read the advice website again. Find two-word and three-word verbs. Practice reading them aloud, putting the main stress on the second part.

7 About You

In pairs, ask and answer the questions. Then switch roles.

1. What are the most common problems for the people you know?
2. Do you know people that are either easy or difficult to get along with? Why is that so?
3. Do you know anyone who eats too much junk food? How can you help?
4. Do you know anyone who suffers from anorexia? How can you help?
5. Are you weight conscious? Explain.
6. Are you concerned about your health and fitness? Explain.

MG_01_TEXT_SB_2015.indd 86 2/8/15 10:15 PM

8 Conversation

Underline the two-word and three-word verbs. Practice reading the conversation with a partner stressing the second part of the two-word and three-word verbs.

Hussain: Hey, Mohammed. You look upset. What's the matter?

Mohammed: I'm feeling down. It's all these exams coming up. There's so much pressure and everyone's calling me all the time, to ask about this or that. When I'm out they're constantly calling me on my cell phone to ask for help. If I say I can't speak, they want to know what time I will be available and where I will be so they can come over or call again. Why don't they call someone else?

Hussain: You ought to talk to them and explain that they can't expect you to be free to help everyone all the time. You have work to do as well.

Mohammed: I tried talking to them, but they say I'm being selfish, and looking out for myself and nobody else. Oh, I give up!

Hussain: They probably think you don't need to study; you know it all anyway.

Mohammed: Seriously? Of course, I need to study. I don't remember everything we've done. Do you get calls from classmates?

Hussain: Sure. They're pretty nervous about calling you, so they call me first to find out what kind of mood you're in. To be honest, I would be really happy if you talked to them. I don't know what to say to them anymore.

Real Talk

feeling down = **feeling depressed**
look out for myself = **think only about yourself and not care about other people**
To be honest = **an expression used to make a statement stronger**

About the Conversation

1. What's Mohammed's problem with his classmates?
2. What advice does Hussain give him?
3. Why does Hussain think their classmates keep on calling Mohammed?
4. Why do the other students call Hussain?
5. How does Hussain feel? What does he want Mohammed to do?

1 Mohammed's classmates keep calling him to ask questions or ask him to help them prepare for the exams.
2 He says Mohammed ought to talk to their classmates and explain that he has to work/study as well so they can't expect him to be free all the time.
3 They think Mohammed knows everything and doesn't need time to study.
4 To find out what kind of Mohammed is in before they call him.
5 He is fed up with people calling him and has run out of things to say. He wants Mohammed to talk to their classmates and explain that he needs time to prepare before the exams as well.

Your Turn

Work with a partner. Prepare a conversation in which a friend asks for your advice about a problem. Present the conversation to the class.

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9 Reading

Before Reading

1. Write down what you think are the main ingredients that attract people to junk food. Share your answers with the class.
2. List the factors that normally lead people to become addicted to junk food. Share your answers in groups.

Good eating habits contribute to health and fitness and make you feel strong. "What is so good about a diet of vegetables and fruit combined with lean meat, preferably chicken or fish?", you might ask. If you are very tired, hungry, and upset there is nothing better than a juicy beef burger with fries or a giant pizza, you think. That's probably true if your brain has gotten used to the pleasure felt when tasting junk food. But is it good for you? Does it help you stay fit and control your weight? How do you feel after you've had a meal? Are you sure it's not time to break the habit?

Breaking the habit—Getting healthy

The following is a checklist to help you decide if it's time for you or a friend to change eating habits. Just ONE "warning sign" should be enough reason to take action.

✓ You shouldn't think 'junk food' the minute you start feeling hungry. There never is an acceptable reason for this. It is a definite sign of a habit that is on the way to becoming an addiction.

✓ Comfort eating is usually associated with junk food and in general, high calorie food that is also high in carbohydrates [starch and sugar] and saturated fat. If you run to the nearest fast food chain every time you feel down, you know it is out of control.

✓ A healthy, nutritious meal does not have to be bland and boring. When pushed you can picture appetizing dishes that do not contain fries or fatty ingredients but you still prefer to get hold of a beef burger or a pizza. You know it's not the best food for you. You know that you are going to feel sleepy and tired after you have eaten.

✓ To be honest, healthy is a relative term. It all depends on what your alternatives are. There are 'healthier' choices you can make even at a fast food restaurant. You might, for example, order salad as a side dish instead of a second helping of fries. You could avoid condiments such as ketchup or mayonnaise, or eat a chicken burger. You know all this, you have promised yourself to do it next time you are there, but somehow it never happens. You keep on insisting that those dishes take longer to prepare.

But breaking a habit can leave you feeling down. Don't worry, this is quite common; and it shouldn't last very long if you stick to your decision to give up junk food.

- You ought to decide on your own if it's best to cut down on the amount of junk food you eat, gradually over a period of time, or whether it's best to stop altogether for some time.
- You should allow yourself some time to do it successfully
- You shouldn't give up simply because you were with friends and joined them for dinner at a fast food restaurant, or because you helped yourself to a few fries.
- Pick up some menus from different restaurants and read them carefully, paying attention to the ingredients of each dish. Then highlight the dishes that you find interesting.
- You might go to the supermarket and wander around making a list of all the food and ingredients that you find attractive.
- If a friend insists on offering you junk food, turn down the offer and treat yourself to something nice. The important thing is to regain control and only eat junk food when nothing else is available or very occasionally for a change.
- Make a list of all the things you enjoy doing but had to give up because you gained weight or do not feel energetic enough. Decide what you would like to do again and when. Set yourself goals that are achievable and enjoyable. Treat yourself right!

MG_01_TEXT_SB_2015.indd 88 2/8/15 10:15 PM

After Reading

A. Answer ***true*** or ***false*** according to the information in the reading.

1. true Eating habits can probably affect the way one's brain operates.
2. true Associating hunger with fast food is a sign of addiction.
3. false Comfort eating is associated with healthy food.
4. false If you cannot stop eating junk food immediately, there is no hope of ever breaking the habit.

B. Complete the following sentences based on the reading.

1. Breaking your own rules occasionally should not make you worry.
2. If a friend insists on treating you to fast food turn down the offer
3. You should decide if it's better for you to cut down food gradually or altogether
4. If you feel tired and drowsy after you eat, then you'd better change your eating habits
5. Breaking a habit is difficult and makes you feel down; therefore you shouldn't give up.

Discussion

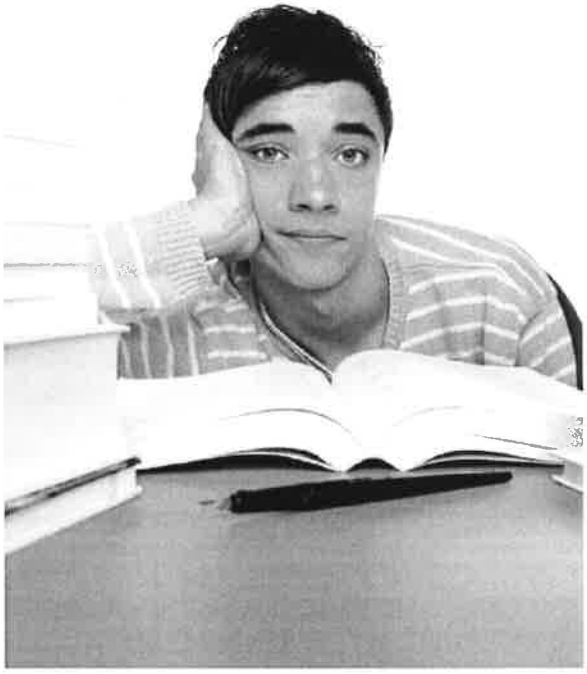
1. Do you think there are other reasons for giving up junk food?
2. Do you agree with the advice in the reading?
3. Have you ever tried to change your eating habits? Was it easy or difficult? Why?
4. What advice can you give someone who wants to change their eating habits or daily routine in order to get fit?

MG_01_TEXT_SB_2015.indd 89 2/8/15 10:15 PM

10 Writing

A. Consider the following and discuss with a partner.

1. Do you have friends who live in another city or country? Do you write to them? Do you know anyone who does?
2. Would you like to move to another place? Why?
3. What would you miss if you moved to another town, city or country?
4. Read the letter and identify the problem.



Dear Faisal,

I hope you have had a good school year. I am sorry I haven't written sooner but it has been very busy and difficult for all of us. Moving to a different city has not been easy. I miss you and all our friends.

I have made some friends at my new school but I am still considered 'the new student' so I never get invited anywhere. I tried to invite some of my classmates during the holiday but only one turned up. The rest didn't even call to let me know that they couldn't come.

I have tried to be nice to everyone and give them and myself time to get to know each other but nothing has come of it. I have been feeling down for some time and I can't concentrate. My grades have dropped and I have gained a lot of weight because I get no exercise. They won't let me play football with them.

I feel like giving up on everything. All I do is go to school, come back home, do my homework, and play video games on my own. I don't know what to do.

If you have any tips, please write and tell me what to do and what not to do. I can't think straight any longer.

Hope to see you soon,

Nasser

MG_01_TEXT_SB_2015.indd 90 2/8/15 10:15 PM

5. Read the letter again and make notes in the organizer.

Sample Answer:

The problem:	
He is very unhappy and bored. He misses his friends. He can't adjust to his new school.	
The cause of the problem	**Your advice or solution to the problem**
He has not been accepted by his classmates in his new school.	- He can try making other friends, not only in the classroom.
He is the "new student"	- He needs to try reaching out more and socialize.
He is not invited anywhere	- He can politely ask if he can go with them.
He is not allowed to participate in the football team/play football at school.	- He can try joining/participating in other club activity/sports
He is ignored and rejected by his classmates.	- He doesn't have to feel bad, in time they will be able to accept him.
Only one person turned up when he invited them	- It's not that bad. He can invite others soon.

6. Write your letter of advice to the person with the problem.

Writing Corner

When you write a letter of advice make sure you:

- **Repeat/echo** each problem in your own words to show the person that you have been "**listening**" and you **understand** what they are talking about.
- Put yourself in the person's place and **acknowledge feelings.**
- **Do not judge** the person, try to **help.**
- **Do not dictate** or patronize. Show empathy with the person. Make helpful suggestions about how they can improve their situation.
- Always close on a **hopeful note**, e.g. I am sure things will get better soon; they usually do. OR I believe you will deal with this in your own wonderful way; I've seen you do it before.

Make sure you use words and expressions such as:
I am really sorry to hear … / I understand how you feel/ I would feel the same way/ I don't understand why people do this sort of thing…
I think, maybe, you should … / How about … ing/ Have you tried … / I would … but then again, you know best/ It's hard to imagine what it feels like …/ I wouldn't like to be in your place …

Practice using some of this language by responding to these statements.

1. **My computer crashed and all my emails were deleted. I don't know what to do.**
   Find an expert, an IT or a computer genius. Nowadays, it has been so modernized that e-mails are possibly retrievable.
2. **My friend wants to borrow my camera. I've only had it for a month and it's a very expensive, sensitive camera that needs to handled carefully. I don't know what to say.**
   You can let her/your friend borrow. Don't hesitate to tell her that she has to take good care of it. If anything happens, should be responsible for it.

MG_01_TEXT_SB_2015.indd 91 2/8/15 10:15 PM

11 Form, Meaning and Function

Question Words: *How many, How much ...?*

To ask about the quantity of something we use *How much/ How many ...?* We use *How much ... ?* with noncount nouns, and we use *How many...?* with plural count nouns.

Q: How much exercise do you do? **A:** I go to the gym twice a week.

Q: How many sisters do you have? **A:** I have three sisters.

Quantity Expressions: *much, many, a lot of, lots of, a few, a little*

Q: How **much** fruit do you usually eat? **A:** I eat **a lot of (lots of)** fruit every day.

Q: How **many** vegetables do you eat? **A:** I eat **a few** green vegetables every day. /I **don't** eat **many** vegetables.

Q: How **much** salt do you eat? **A:** I eat **little** salt. It's not good for you. / I **don't** eat **much** salt. It's not good for you.

A. Read the conversation between the doctor and Ahmed. Complete the gaps with a quantity expression. Add your own ideas.

Doctor: So, Ahmed, what's the problem?

Ahmed: I'm not feeling very well. I have a stomachache and I feel tired and dizzy.

Doctor: I see. You don't have a temperature. What's your diet like?

Ahmed: Well, I love ice-cream! I eat ice cream every day. I don't eat (1) a lot of fruit or (2) a lot of vegetables. I eat a (3) little carrots once or twice a week ....

Doctor: How much water do you drink?

Ahmed: I don't like water. I prefer fizzy drinks. I drink (4) a lot of lemonade. That's my favorite!

Doctor: Hmmm...I see. How (5) many hours do you exercise a week?

Ahmed: Oh... I don't spend (6) much time at the gym. I prefer ....

B. Work with a partner. Role-play the conversation in exercise A. Add some ideas of your own.

C. Work with a partner. Ask and answer.

1. How much do you exercise?
2. How much water do you drink?
3. Do you eat junk food?
4. How much fruit do you eat?
5. How often do you go the doctor?

MG_01_TEXT_SB_2015.indd 92 2/8/15 10:15 PM

Words Connected with Medicine and Clauses with *When*

Q: What do you do **when** you have a cold?

A: I usually take some aspirin.

Q: How do you feel **when** you exercise?

A: I feel great!

D. Work with a partner. Ask and answer the questions with *How do you feel when...?* Use the words in the box.

A: How do you feel when you lose something?

B: I feel angry and nervous.

afraid	bored	glad	nervous	sick	terrible
angry	excited	great	relaxed	sleepy	tired
bad	fine/OK	happy	sad	strong	wonderful

How do you feel when...

1. you exercise?
2. you eat a lot?
3. you need to go to the dentist?
4. you don't sleep well?
5. you have a headache?
6. you need to make an excuse?
7. you travel by plane?
8. you need to say goodbye to a friend?

E. Now tell your partner what you do in these situations. Ask and answer with *What do you do...?* Use the words in the box.

A: What do you do when you have a headache?

B: I take a painkiller.

take a painkiller	take vitamins	stay in bed
take medicine	take a cough syrup	use a cream
drink warm tea or milk	relax	get some sleep

What do you do when ...

1. you have toothache?
2. you have a rash?
3. you have flu?
4. you feel stressed and anxious?
5. you have a cough?
6. you feel tired?

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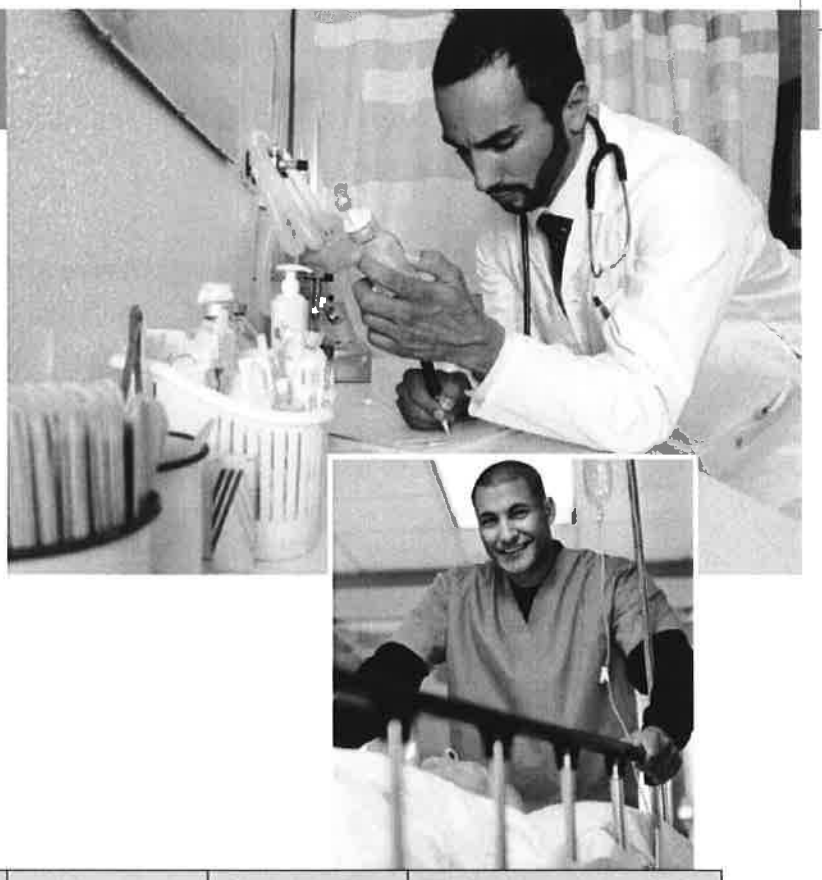
12 Project



1. Research and find Saudi Arabian organizations in your community that provide services. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
2. Write the information in the chart.
3. Prepare a poster presentation on the organization/organizations that you have researched. Try to include photos.
4. Present your finding to the class.

Name of the organization	Service the organization provides	Where it is located	When it was started	Why your community needs the organization's services

MG_01_TEXT_SB_2015.indd 94 2/8/15 10:15 PM

13 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss common problems			
ask for and give advice			
use the modal auxiliaries *should, ought to, might,* and *could* in questions and in the affirmative and negative			
use *had better* in questions and in the affirmative and negative			
use two-word and three-word verbs			
use question words: *How many, How much ...?*			
use quantity expressions: *much, many, a lot of, lots of, a few, a little*			
form clauses with *when*			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

MG_01_TEXT_SB_2015.indd 95 2/8/15 10:15 PM

EXPANSION Units 4–6

1 Language Review

A. Give your advice or opinion about the following. Use ***should*** or ***shouldn't***.

1 You don't think it's a good idea to talk on the cell phone while you're driving.
You shouldn't talk on the cell phone while you're driving.

1. You think it's a good idea for your friend to take a math course.
You should take a Math course.
2. You don't think it's a good idea for Saif to skate without a helmet.
You shouldn't skate without a helmet.
3. You think it's a good idea for the police to do something more about crime.
The police should do more about the crime.
4. You don't think it's a good idea for your friends to travel without a hotel reservation.
You shouldn't travel without a hotel reservation.

B. Now rewrite the sentences above using ***had better***.

1 You'd better not talk on the cell phone while you're driving.

1. You'd better take a math course.
2. You'd better not skate without a helmet.
3. The police had better do more about the crime.
4. You'd better not travel without a hotel reservation.

C. Complete the sentences or write sentences using ***ought to***.

1 It's really a very good show. You ought to see it.

1. She has an important exam tomorrow, so she ought to study for it tonight.
2. Faisal, aren't you freezing in that T-shirt? You ought to put on a jacket.
3. It's past midnight. Don't you think you ought to go home?
4. That car just went through a red light. The driver ought to get a ticket.

D. Complete the sentences with reflexive pronouns.

1. I finished the project all by myself. Nobody helped me.
2. If you want to make sure that nothing goes wrong, do it yourself.
3. The students organized the project themselves.
4. The president himself said he was going to solve the problem.
5. The airbag itself was OK, but the triggering mechanism didn't work.
6. We painted the house ourselves, so we didn't have to spend any money on labor.

MG_01_TEXT_SB_2015.indd 96 2/8/15 10:15 PM

E. Substitute the words in parentheses with one of the following two-word verbs: **break down, get along, give up, put off, take up, throw away, turn down.**

1. His friend ___gave up___ smoking several years ago. (stopped)
2. I ___took up___ swimming in order to keep fit. (started)
3. Mr. Johnson ___turned down___ an offer to work in Paris. (refused)
4. The meeting was ___put off___ until further notice. (postponed)
5. My business partner and I ___didn't get along___, so we went our separate ways . (were not friendly)
6. Don't ___throw away___ your old bottles! Give them to us for recycling. (discard)
7. The president arrived late for the opening ceremony because the limo ___broke down___. (stopped running)

F. Complete the ad using the correct passive form of the verbs in parentheses.

Paradise Resort

Hotel and Spa

This award-winning resort is located (1. locate) on Paradise Island and was built (2. build) only recently. Guests are offered (3. offer) a unique setting and a wide choice of rooms that are decorated (4. decorate) magnificently. The hotel is on a quiet beach, and it is surrounded (5. surround) by palm trees. Our staff is dedicated (6. dedicate) to meeting your every need. Exquisite gourmet dishes are prepared (7. prepare) for our guests by our international chefs. Paradise Resort focuses on the exotic. Relaxation and healing techniques from cultures around the globe are used (8. use) to help guests renew themselves.

Personal Fitness Training

A program to develop your endurance, strength, and flexibility for your mind and body will be designed (9. will–design) for you personally by our highly qualified fitness experts.

Nutritional Consultation

In order to benefit from a complete fitness program, a healthy diet will be created (10. will–create) for you by one of our nutritionists. With our program, your concentration will be improved (11. will–improve), and your stress will be reduced (12. will–reduce).

MG_01_TEXT_SB_2015.indd 97 2/8/15 10:15 PM

2 Reading

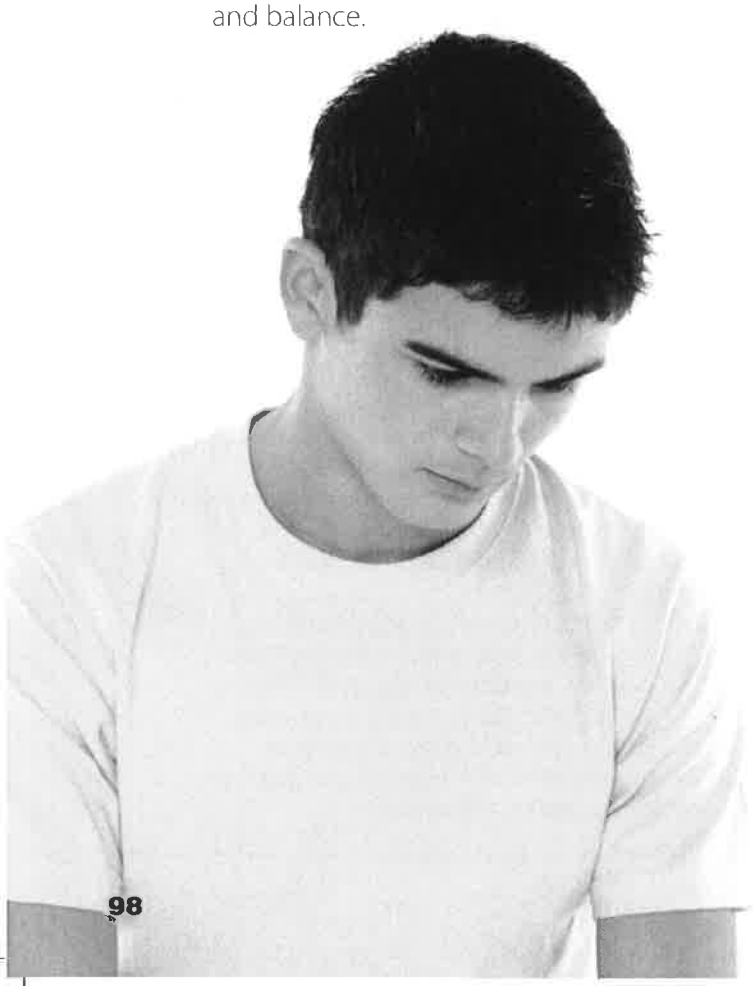
Before Reading

Make a list of things that make you feel stressed. Tell a partner.

Teenage Stress

Definition

Stress—the mental and physical strain or the nonspecific response of the body to any demand made upon it. Stress is a chemical reaction that takes place inside the body when there is a basic need to adapt to or resist changing internal or external influences. It is a response meant to return the body and mind to a state of equilibrium and balance.



The Causes of Stress

Although adolescence is often viewed by parents as a carefree period of life, some studies show that teenagers experience the most stress of all people. They can experience stress related to money, family problems, self-esteem, acceptance by their peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.

According to experts, one of the main reasons for stress is that childhood has gotten shorter, and the perception of children has changed. Since TV is available to all audiences, children can get messages that were probably meant for adults, and the dividing line between childhood and adulthood is less and less clear. Children do not play as many of their own games as they used to, and most of their games and sports nowadays are those preferred by adults. Youngsters wear similar clothing to that of adults, and they use adult language that was once never to be heard from a child. Young people these days are under tremendous pressure to achieve, to please, and to succeed. They are expected to adjust to social changes that past generations have never had to deal with. The demands made on preteens and teens by modern life have definitely increased the level of stress.

Tips for Dealing with Stress

All humans experience stress. It is a necessary part of life. The response to stress is what often needs to be controlled. A person's feelings, attitude, and outlook on life affect his or her ability to deal with stress.

- You should avoid unnecessary worry. Thinking about a problem in order to arrive at a solution can be positive, but constant worry is not constructive, and it accomplishes nothing. It usually just makes situations more stressful.

MG_01_TEXT_SB_2015.indd 98 2/8/15 10:15 PM

- Read and listen to the Qur'an. It will help refresh your heart and mind. Remember that prayer and patience can combat stress and anxiety.
- Be thankful for what you have and start each day on a positive note. Remember that each day is a gift. Thank Almighty for the gift of life and greet the day with optimism and gratitude. Remember that you are not alone.
- Become better organized. Plan activities a step at a time so that parts are accomplished. This gives you more self-esteem and more reasonable deadlines.
- You should be aware of the symptoms of stress. Some symptoms are:
moodiness; insomnia or other sleeping disorders; lowered body resistance to colds, flu, or other diseases; preoccupation with negative/angry thoughts or feelings; unusual behavior patterns; loss of appetite, or eating disorders such as anorexia or bulimia.
- When you know you have a problem with stress, try to solve it one step at a time. Part of the problem could be trying to do too much at once. You should take it in easy stages.

Conclusion

Stress doesn't need to be negative. Some doctors say that you should laugh and smile more frequently to help deal with stress. When you laugh and smile, your body relaxes, and the result is an overall positive reaction. Don't forget that it is the effort that counts more than the result.

After Reading

A. Match the words with the meanings.

1. d	strain	a.	person of the same age group
2. f	adapt	b.	opinion, often based on observation
3. c	carefree	c.	without worry
4. e	self-esteem	d.	worry, anxiety
5. a	peer	e.	feeling of personal worth
6. b	perception	f.	to change to fit a new situation

B. List the causes of stress for teens.

B. (ANSWERS)
1 Teens can experience stress related to money, family problems, self-esteem, acceptance by peers, getting accepted into college, choosing a career, and pressure to do well in school, sports or clubs.
2 Stress among teens is more common nowadays because childhood has gotten shorter and the line between childhood and adulthood is less and less clear.
3 You should avoid unecessary worry and become better organized. You should see if you have a problem with stress and you should try to deal with your problems one step at a time

Discussion

Look at the list you made of things that make you feel stressed. In groups, ask others if the same things stress them out.

3 Writing

Write two or more important things that cause stress in your peers. Give some advice for handling these things. Copy the organizer below into your notebook and write your notes in it. Then use it to help you write.

Something that causes stress in your age group	Reason it causes stress	Your advice
Major exams	because they want to achieve one's goal	Do your best and study harder than you think.
Peer Pressure	They want to be accepted by everyone	Just be true to yourself. Acceptance is about differences

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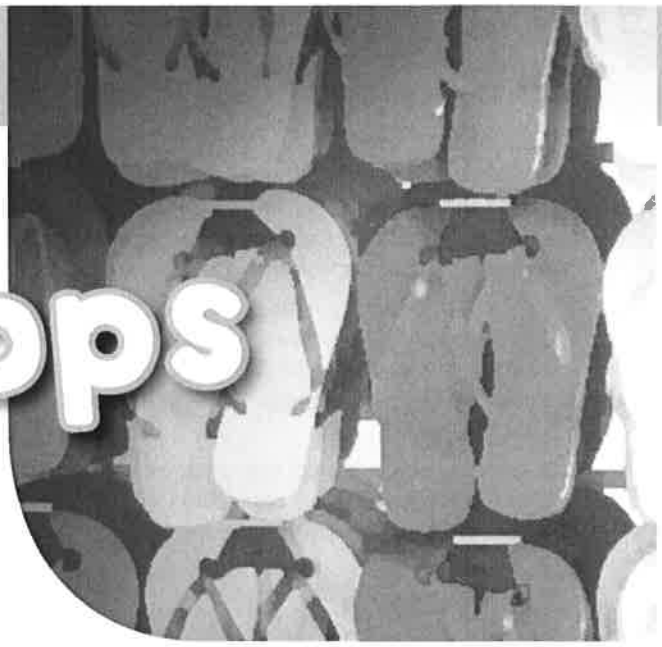
4 Chant Along

Flip-Flops

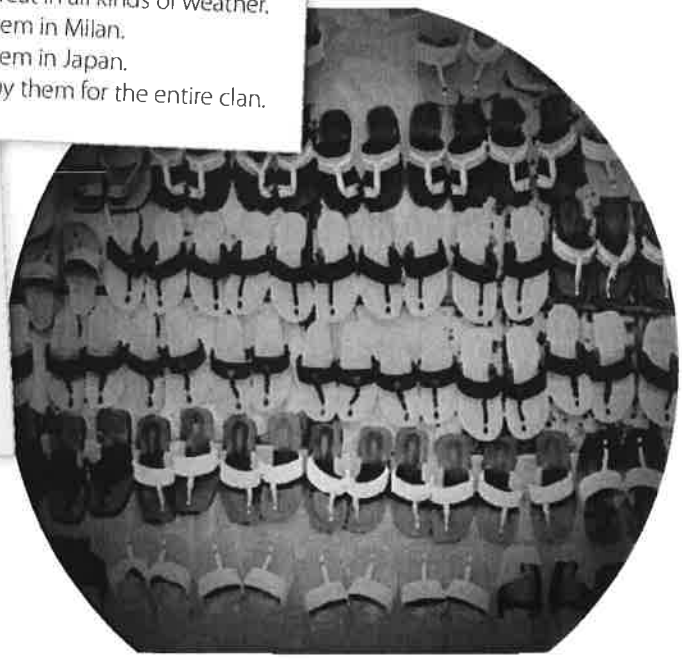


Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.

They come in all colors, sizes, and styles.
You can walk around the block,
Or you can walk for miles.
They're lighter than air—
Just get yourself a pair.
You can wear them to the beach.
You can wear them anywhere.

Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.

They're made of rubber, plastic, or leather.
Flip-flops are great in all kinds of weather.
People wear them in Milan.
People wear them in Japan.
The Scottish buy them for the entire clan.



Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.
Flip-flops, they're TOPS!

MG_01_TEXT_SB_2015.indd 100 2/8/15 10:15 PM

Vocabulary

A. Guess the meaning of the following words and expressions.

1. the latest fad something that is currently popular, such as a fashion or a type of clothing.
2. the entire clan the entire family; a large group of people who are often together.
3. they're tops they're the very best

B. What does the expression "Everyone's flippin' with flops everywhere" mean? Choose the answer.

a. everyone is walking **b.** people are crazy about flip-flops **c.** everyone turns upside down

Comprehension

Answer the questions about the chant.

1. What is the latest craze? The latest craze is to wear flip-flops
2. What are flip-flops made of? They are made of rubber, plastic or leather
3. Who wears them? Everyone wears them
4. Where can they be worn? They can be worn anywhere.

Discussion

1. Do you wear flip-flops? Do people wear them in your country?
2. Discuss chants that you've heard on the radio or on TV and that have stuck in your head.
3. Do you think a good chant helps to sell a product?

5 Project

In a group, prepare a chant to advertise a product.
Present your chant to the class. Copy the organizer below in your notebook and write your notes in it. Then use it to help you write.

Product you are going to advertise	Words that answer your question	Words that end with the same sound
Who uses the products		
Where is the product used?		
Why do people like the product?		

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Vocabulary

1 Big Changes

VOCABULARY

Nouns

biologist
citizen
currency
exploration
federation
government
infrastructure
reunification
satellite
transmission

Nouns—Global issues

disease
economy
endangered species
fresh water
globalization
global warming
natural disaster
overpopulation
pollution
poverty
security
terrorism
traffic
unemployment

Verbs

affect
establish
initiate
launch
lose touch
obtain

Adjective

accessible
legendary
numerous

EXPRESSIONS

Idiom

take for granted

Real Talk

by the way
fit in
in fact
you see

2 Careers

VOCABULARY

Nouns

animation
animator
computer generated imagery (CGI)
flavor
microscope
qualification
sculptor
sculpture
showroom
staff
test tube
trend

Nouns—Personal qualities related to jobs

adaptability
analytical skills
flexibility
honesty
initiative
integrity
motivation
teamwork skills
work ethic

Verbs

design
end up
expand
experiment
visualize

Adjectives

challenging
creative
crucial
efficient
hands-on
hardworking
lucky
miniature
permanent
reliable
sociable
stuck

EXPRESSIONS

Real Talk

bored to death
day after day
day in and day out
luckily
talk someone out of it

MG_01_TEXT_SB_2015.indd 102 2/8/15 10:15 PM

3 What Will Be, Will Be

VOCABULARY

Nouns		Verbs	Adjectives
appliance	shard	activate	gas-powered
character	shipwreck	attach	high-speed
exploration	skyscraper	dive	
glass	steel	monitor	
haircut	submarine	optimize	
novel	tentacle		
prediction	vision		
robot	visionary		
rocket	whale		

EXPRESSIONS

Real Talk

certainly
No kidding?

EXPANSION Units 1–3

VOCABULARY

Nouns	Verbs	Adjectives
access	attach	adept
cell	carry out	articulate
composition	concoct	conventional
disinfectant	ward off	integral
immune system		preventive
infection		striking
lead		
literacy		
molecule		
property		
range		

MG_01_TEXT_SB_2015.indd 103 2/8/15 10:15 PM

Vocabulary

4 The Art of Advertising

VOCABULARY

Nouns

brick
classic
combination
compact car
frame
fuel
legend
option
pedal
provider
triumph

Verbs

conduct
customize
devise
opt

Adjectives

bulky
portable
renewable
smooth
substantial
surgical
wireless

EXPRESSIONS

Real Talk

What are you up to?
What on earth . . . ?

5 Did You Hurt Yourself?

VOCABULARY

Nouns

badge
equipment
fog
helmet
injury
intersection
knee pad
ostrich
risk
shock
snowstorm

Verbs

adjust
avoid
crash
encounter
misjudge
obey
occur
pay attention
prevent
release
skid
speed
swerve
tailgate
weave

Verbs for injuries

break
burn
cut
die
fracture
poke
scar
slip
sprain

Adjectives

aggressive
cautious
distracted
drowsy
injured
rude
severe
unconscious

Reflexive pronouns

herself
himself
itself
myself
ourselves
themselves
yourself
yourselves

Conjunctions

because
so

EXPRESSIONS

Real Talk

I guess
look at it this way
lucky day
stuck in

MG_01_TEXT_SB_2015.indd 104 2/8/15 10:15 PM

6 Take My Advice

VOCABULARY

Nouns

anorexia
appetite
carbohydrate
counselor
eating disorder
fitness
peer pressure
principle
self-worth
substance
well-being

Verbs

avoid
gain weight
lose weight
regain

Adjectives

achievable
bland
depressed
illegal
lean
nutritious
old-fashioned
slim

Verbs and expressions for advice

could
had better
might
ought to
should

Two-word verbs

give up
put off
take up
throw away
turn down

Three-word verbs

cut down on
get along with
put up with

EXPRESSIONS

Real Talk

feeling down
look out for myself
to be honest

EXPANSION Units 4–6

VOCABULARY

Nouns

acceptance
adolescence
adulthood
attitude
childhood
clan
deadline
demand
equilibrium
expert
fad
flip-flop
influence
insomnia
leather
moodiness
outlook
perception
plastic
pressure
reaction
resistance
rubber
self-esteem
stage
strain
stress

Verbs

adapt to
combat
deal (with)
resist

Adjectives

carefree
constructive
external
internal
tremendous

EXPRESSIONS

Idioms

be aware of
related to

MG_01_TEXT_SB_2015.indd 105 2/8/15 10:15 PM

Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

MG_01_TEXT_SB_2015.indd 106 2/8/15 10:15 PM

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MG_01_TEXT_SB_2015.indd 107 2/8/15 10:15 PM

MEGAGOAL 1 Audio Track List

CD1

Track	Unit	Student Book Section	
2	Intro	**1**	Listen and Discuss
3	Intro	**3**	Conversation
4	Intro	**4**	Pronunciation
5	Intro	**5**	Listening
6	Intro	**7**	Pronunciation
7	Unit 1	**1**	Listen and Discuss
8	Unit 1	**2**	Pair Work
9	Unit 1	**5**	Listening
10	Unit 1	**6**	Pronunciation
11	Unit 1	**8**	Conversation
12	Unit 1	**9**	Reading
13	Unit 1	**10**	Writing
14	Unit 2	**1**	Listen and Discuss
15	Unit 2	**2**	Pair Work
16	Unit 2	**5**	Listening
17	Unit 2	**6**	Pronunciation
18	Unit 2	**8**	Conversation
19	Unit 2	**9**	Reading
20	Unit 2	**10**	Writing
21	Unit 3	**1**	Listen and Discuss
22	Unit 3	**5**	Listening
23	Unit 3	**6**	Pronunciation
24	Unit 3	**8**	Conversation
25	Unit 3	**9**	Reading
26	Unit 3	**10**	Writing
27	EXPANSION	**2**	Reading
28	Units 1–3	**4**	Chant Along

CD2

2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**2**	Pair Work
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Conversation
7	Unit 4	**9**	Reading
8	Unit 4	**10**	Writing
9	Unit 5	**1**	Listen and Discuss
10	Unit 5	**2**	Pair Work
11	Unit 5	**5**	Listening
12	Unit 5	**6**	Pronunciation
13	Unit 5	**8**	Conversation
14	Unit 5	**9**	Reading
15	Unit 5	**10**	Writing
16	Unit 6	**1**	Listen and Discuss
17	Unit 6	**2**	Pair Work
18	Unit 6	**5**	Listening
19	Unit 6	**6**	Pronunciation
20	Unit 6	**8**	Conversation
21	Unit 6	**9**	Reading
22	Unit 6	**10**	Writing
23	EXPANSION	**2**	Reading
24	Units 4–6	**4**	Chant Along